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ABSTRACT

The Career Decision-Making (CDM) Program consists of two components: the Exploring Career Decision-Making (ECDM) curriculum materials and the supportive Career Information System (CIS). (See CE 019 229 for a description of the total CDM program.) This document contains the teacher's guide to the ECDM materials, which represent fifteen career guidance units. The units are sequenced to provide a career exploration and decision-making course for secondary school students. In the text, the units are designed as a semester course with students meeting five periods a week; however, selected units may be used for a shorter course or independent units. The first four units focus on career decision-making, self-exploration, and occupational exploration. These units introduce the basic skills that students will use throughout the program. Units 5-10 use the Career Information System components (CE 019 233-240) of the CDM program to provide experiences in exploring Worker Trait Groups and occupations in terms of personal characteristics. In units 11-13, students examine major social, environmental, and economic influences on career decisions. The two final units help students utilize exploration and decision-making skills in developing or clarifying career plans and tentative occupational choices. Each unit contains an introduction, a unit overview, a list of key terms, major concepts, activities related to each concept, and a summary. Specific instructions for the teacher are included in the margins. An activity booklet, CE 019 232, contains charts, graphs, checklists, etc., that accompany many of the activities in the text. (BM)

CE 019 231

exploring CAREER DECISION-MAKING

TEACHER EDITION

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Appalachia Educational Laboratory, Inc.

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FOREWORD

In a time when the labor market and the society are rapidly changing, an individual's ability to choose and plan educational and career alternatives becomes crucial. The problem of youth's transition from school to work has been a primary focus of the Education and Work Group of the National Institute of Education (NIE) since its beginning. Improved career decision-making and career planning were two major areas which needed intensive study. The Appalachia Educational Laboratory's **Career Decision-Making Program** (CDM) meets these needs. The program represents the culmination of five years of programmatic research and development aimed at meeting the critical career related needs of students in secondary schools. Involving representatives from the federal, regional, and state levels and following a cycle of research, development, field test, and revision the **CDM** program is ready for national implementation.

Exploring Career Decision-Making (ECDM) is a curriculum approach to teaching career exploration, self-exploration, career decision-making, and career planning. By handling self-exploration and exploration of the world of work together, the program is able to use the classroom as a setting for a group approach to individualized career exploration. **ECDM** can improve the linkage between the guidance and counseling function of the school and its academic instruction function, allowing career decision-making and career planning to become a core part of the school program. However, **ECDM** must be viewed as only a part of a school's broader educational program, just as career decision-making and planning represent only a part of the larger national focus on the education and work relationship.

We at NIE have been fortunate to work with the staff of the Division of Career Guidance at the Appalachia Educational Laboratory on the development of this new and innovative approach to exploring career decision-making. We also feel fortunate to have the McKnight Publishing Company join us in the publication and dissemination of the program. The cooperation among the three parties has resulted in a program which can have immediate impact on students' educational decisions and longer term impact on their career planning.

Corinne H. Rieder

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Associate Director
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program development

The **Career Decision-Making Program** was developed for the purpose of meeting the critical educational need of student transition from school to work. Based on career development theory, the program is designed to assist students in meeting the demands of society while fulfilling their own needs for growth and development.

Developed by the Appalachia Educational Laboratory under funding from the U. S. Office of Education, and later through the National Institute of Education, the program followed a rigorous cycle of research, development, field testing, evaluation, and revision.

The basic program plan was designed under the aegis of an advisory committee including state directors of vocational education and guidance. Field testing, evaluation, and revision were conducted over a three-year period with the assistance of some forty secondary schools in sixteen states. A final revision was performed prior to publication.

program goals

The **Career Decision-Making Program** is designed to help students gain greater understanding of themselves and the world of work by facilitating the development of exploratory and decision-making skills. The program forms the core around which a comprehensive career education program can be developed.

It is no longer sufficient to equip a student with the skills required for a specific occupation, for that occupation may not exist in ten to twenty years. Nor is it sufficient to treat the student as if he or she will remain unchanged throughout life. As we allow for growth and change in the work environment, so must we allow for growth and change in the individuals who operate within the environment.

Career guidance must concern itself with the whole life pattern of the individual as it relates to work, not simply with the discrete event of occupational choice. The student must learn not simply what to choose, but how to choose. In this context, any decision which has an effect upon the shaping of one's career is a career decision.

As used in this program, career development requires a process of integrating two constructs: self and the world of work. The program enhances student skills in exploration of self and the world of work, and in making decisions. It emphasizes the processes by which information is gathered, evaluated, and used, as well as the content of that information. Thus, the program helps prepare students to respond to new information and to changes in themselves and their environment.

program objectives

The following general objectives detail the student competencies the program expects to facilitate.

1. Identify career activities as a means to life goals.
2. Demonstrate the ability to use the decision-making strategy.
3. Use self-exploration in shaping a career.
4. Use occupational exploration in shaping a career.
5. Relate personal characteristics to occupations in order to identify and evaluate career alternatives.
6. Identify ways in which society and self interact through career.
7. Identify major influences affecting career decisions and career development.
8. Demonstrate the ability to manage the variables involved in shaping a career.

program content

The total program has two components: the **Exploring Career Decision-Making (ECDM)** materials and the supportive **Career Information System (CIS)** materials, also published by McKnight Publishing Company, Bloomington, Illinois.

Exploring Career Decision-Making centers on student activities designed to meet program objectives in a group guidance setting. Fifteen sequential units form program content into manageable segments for implementation in the typical secondary school program. Each unit addresses specific objectives which are related to the program goal of helping students meet the demands or expectations school and society hold for them at this stage in their development and gain greater understanding of themselves and the world of work as a basis for career decisions.

The ECDM materials consist of a student text and activity booklet, this annotated teacher's edition, and 18 filmstrips with cassettes, and one cassette. The units are self-contained and include a variety of activities

PREFACE

The **Exploring Career Decision-Making** (ECDM) text contains 15 career guidance units sequenced to provide a career exploration and decision-making course for secondary school students. The units are designed as a semester course with students meeting five periods a week. Selected units may be used for a shorter course or may be incorporated into existing career guidance or academic courses or activities.

Use of the **ECDM** text provides a group instruction approach for teaching basic knowledge about career exploration and decision-making. The units are activity based to provide students with a variety of experiences to implement this knowledge through skill development. The course can provide a means of pulling together elements of guidance, counseling, and instruction under a unifying theme of career exploration.

The secondary school years represent a critical phase of a student's career development. The emerging opportunities for making career related decisions, such as the choice of curriculum programs and course electives, highlight the need for early development of exploration and decision-making skills, preferably by the end of the sophomore year. Students, through the early development of these skills and with the initial guided experiences, can utilize the resources potentially available in the school, community, and home, for career exploration, decision-making, planning, and occupational skill preparation.

Resources must be organized for their effective utilization. The **Career Information System** (CIS) developed by the Appalachia Educational Laboratory is used with **ECDM**. The CIS is an organization, management, and access system for all types of career information resources. The **CIS** structure and materials link an individual's development of an understanding of self and the world of work to the curriculum opportunities for career exploration and preparation.

The Teacher's Edition for **ECDM** has been designed to eliminate any special training needed by the instructor and should be used as a guide for teaching the course. Along with the basic teaching skills obtained in getting a teaching certificate, it is important for the instructor to have a sincere interest and an ability to openly communicate with students. The role of the instructor is that of a **teacher** of concepts, an **organizer** of activities, a **motivator** of students, and a **facilitator** of the learning process.

The **ECDM** text contains basic concepts that will remain constant. These concepts can be used throughout an individual's lifetime to view the emerging and developing self along with the changing work environment and occupational opportunities. Your use of the **ECDM** text should focus upon the teaching of these basic concepts in context with helping students accept as their responsibility the development of career exploration and decision-making skills as well as accepting the responsibility for making their own career decisions.

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The staff of the Division of Career Guidance, Appalachia Educational Laboratory (AEL), wish to express their appreciation to the many individuals who have contributed to the successful development and publication of the **Career Decision-Making Program.** Therefore, this program is dedicated to former staff members, AEL staff, consultants, field test site personnel, students, advisory committees, McKnight Publishing Company staff, and others who have contributed in many ways.

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— role playing, discussion, pencil and paper, and hands-on experiences — designed to accommodate secondary students at varying levels of experience and concept development. These units have been tested for readability on the Flesch, Farr-Jenkins-Patterson, and Danielson-Bryan scales. The reading level for all units averages to the 7.8 grade. The units can be taught by counselors or teachers after a brief familiarization with the contents. The teacher's editions contains lesson plans for each unit and includes suggestions for additional activities. Local schools can build in their own optional exercises, such as field trips or directed work experience.

The ECDM guidance units are complemented by the **Career Information System** (CIS) materials, a means of organizing, indexing, and filing career information resources. Based on the Department of Labor's **Dictionary of Occupational Titles,** the CIS provides access to information on all the distinct occupations identified by the Department of Labor. Significantly, this information is grouped on the basis of individual characteristics: Worker Trait Groups. Thus, students can explore occupations based upon what they know about themselves: their interests, abilities, and values. The CIS provides for the organization of all an institution's resources — print, audiovisuals, speakers, work experience sites — into a common system for easy access. In addition, other clustering systems can be linked through the CIS.

The first four units are addressed to the central program concepts of career decision-making, self-exploration, and occupational exploration. These units introduce basic exploration and decision-making skills within the framework of career. Students will use these skills throughout the program. Units V through X use the CIS to provide experiences in exploring Worker Trait Groups and occupations in terms of personal characteristics. In Units XI through XIII, students examine major social, environmental, and economic influences on career. The final two units help students utilize exploration and decision-making skills in developing or clarifying career plans, including tentative occupational choices.

Unit I **Career Awareness** introduces the concept of work (productive effort — paid or unpaid) as a means to life goals. Students identify their personal goals, examine the components of career, and project potential career activities.

Unit II Decision-Making helps students become aware of the kinds of decisions they face and assists them in learning and using a decision-making strategy.

Unit III Self-Exploration introduces self-exploration as a continuing process and a vital part of career exploration. Students examine themselves from three perspectives: the internal (how I see me), the external (how others see me), and the ideal (the person I want to become).

Unit IV Occupational Exploration presents the process of locating and evaluating occupational information and how to evaluate it for accuracy, completeness, bias, and stereotyping. Students are also introduced to the **Career Information System** as a source for occupational information.

Unit V Interests centers on the identification and development of personal interests. Students explore occupations chosen on the basis of preferred interest areas.

Unit VI Work Activities orients students to the basic types of work activities. Students identify their preferences and explore related groups of occupations.

Unit VII Work Situations introduces the types of situations to which workers must adapt. Students identify their preferences and explore related groups of occupations.

Unit VIII Credentials and Competencies helps students relate school activities and subjects to the requirements — formal, legal, and functional — of career activities and occupations.

Unit IX Aptitudes presents the concept of aptitude as the quickness and ease with which one can learn to do something. Students examine their own aptitudes and relate them to the aptitudes of their preferred groups of occupations.

Unit X Working presents the concept of the work setting as an interaction of the worker with his or her physical and social surroundings. Students identify their capacity to adapt to working conditions and physical demands associated with groups of occupations.

Unit XI Career and Leisure helps students understand the relation of career and leisure activities and project their desired activities.

Unit XII Economic Influences presents major economic concepts affecting occupational activity and lifestyle. Students compute the income necessary for their preferred lifestyles and identify the resources necessary and available through their career activities.

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Unit XIV Career Planning helps students formulate a tentative career plan through which they can meet their goals. This plan includes alternate routes to their goals.

Unit XV Your Future helps students build skills in applying and interviewing for jobs. Finally, they reexamine their career plans in light of a rapidly changing world.

These fifteen units contribute to a career development program concerned with the whole person in the context of society, not solely with occupational choice. It is as important for students to learn how to choose as it is to learn what to choose.

program management

The **Career Decision-Making Program** is designed as a group process for individualized career exploration. Students should be encouraged to interact, to learn about others as they learn about themselves. The strength of the group process will not only help individuals in their own career development, but foster appreciation and respect for others.

Although many activities are done in group settings, each student focuses on his or her own unique interests, abilities, values, and goals in shaping his or her career.

Exploring Career Decision-Making is designed for use in a one-semester course with class sessions of one period a day. However, there are other options for its use. It can be used in a year-long program with classes meeting three times a week. By using optional activities, field trips, and such other resources as visiting speakers, the course can be extended to a full year. It may also be reduced to approximately six weeks. The following key activities are recommended for inclusion in a shortened presentation:

Units	Activities	Units	Activities
I	A, B, D	VIII	A, E, F
II	D, E	IX	C, D, E
III	B, C, E, K	X	A, C, E, F, G, J
IV	F, G	XI	F
V	A	XII	C
VI	A, C, D	XIII	A, B, F
VII	A, C, D	XIV	A, B, C, D, E
		XV	B, C, D, E, F

Activity times given are based on a fifty-minute class period, but can be adjusted according to your interest and scheduling requirements.

Another option for use is the selection of particular units. These may be integrated into existing guidance programs or appropriate subjects, including social studies or language arts.

You may wish to use some form of standardized testing with the program, e.g. interest surveys or aptitude tests. If so, be sure to administer them early so the results can be worked in appropriately. (Interest surveys could be used in Unit V, achievement tests in Unit VIII, and aptitude tests in Unit IX.) Although standardized testing can add a helpful dimension, this program is developed around the concept of self-assessment. Students should be encouraged to project their own interests and abilities, then compare them with any test results. It is critical that students understand such tests are estimates on the basis of information the student provides, not magical answers. Standardized tests can be particulary helpful for students who are unclear as to their interests and capacities.

In presenting the program, encourage students to be alert to the broad concept of career used in this program. The program is designed to help students learn how to explore, stay flexible, develop transferable skills, and identify career alternatives. The program's intent is not to help students definitely select specific occupations. In addition to the class activities, it is extremely important that students be encouraged to get involved in exploration and decision-making in the school as a whole, at home, and in the community. Although print and audio-visual information is a helpful part of career exploration, students must move from vicarious to experiential learning as they shape their careers.

program evaluation

It may be difficult to evaluate student progress in a course of this type. Students who enter the course with a definite occupational goal, may leave in a state of indecision, and vice versa. In either case, the student may have progressed in his or her career development. The critical determinant of progress is the students' mastery of the basic knowledge and skills for continued career exploration and decision-making. The ultimate responsibility of learning career decision-making rests with the students, not the teachers. The course is intended to provide the skills that will enable students to accept responsibility for their future.

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orientation to materials

The Teacher's Edition

The teacher's edition of **Exploring Career Decision-Making** is identical to the student text, with the addition of a column for comments on the outside of each page. These comments expand or clarify the student text. They include directions to be given to students, sample student responses, and optional activities for enrichment.

At the beginning of each unit, you will find comments related to —

- Major competencies.
- Unit readability.
- Equipment and materials.
- Planning and preparation.

The **major competencies** describe the skills and knowledge students should be able to demonstrate at the completion of the unit. The **unit's readability** test results are listed by testing scale and grade level in this section. The **equipment and materials** used in the unit are listed in this section, so you will know in advance what to locate. The **planning and preparation** section describes any unusual tasks necessary to smooth presentation of each unit. In addition, this section lists approximate times for the completion of the activities under each concept. These will vary, depending on the size and nature of your class.

The Activity Booklet

Although selected sample responses to the activities are included in the student text, you may wish to mark one copy of **Activities for Exploring Career Decision-Making** for your own use.

The Career Information System

Exploring Career Decision-Making (ECDM) is designed to be used with the Career Information System (CIS), developed by Appalachia Educational Laboratory and published by McKnight Publishing Company..

INTRODUCTION

This program is designed to help you learn to create a satisfying career. By career, we mean more than an occupation. Your career includes all your work activities, both **paid** and **unpaid.** It develops as you develop, shaped by the choices you make throughout your life. Education, occupations, civic and community activities, and home and family can be all vital parts of your career.

The most important thing about your career is that it is **yours.** You can choose what you will do, and how you will do it.

In this program, you can learn knowledge and skills with which you can develop your career. You can explore yourself as you explore the world of work. You can learn what you like to do, what you are capable of doing, and what is important to you. But to use this information, you need decision-making skills. Your freedom of choice is limited if you do not know **how to choose.** This program will help you develop decision-making skills that you can use now and in the future.

It is projected that today's high school students will work in an average of ten different occupations. However, **five of these occupations do not yet exist.** So, as you explore and find occupations you may want to enter, you also need to keep your options open. You can prepare for the work you want by getting the needed knowledge and skills. At the same time, you can keep yourself open to changes, both in yourself and the world around you. This program will help you acquire exploration and decision-making skills. You can use these skills in the lifelong process of career development.

orientation to materials

The Textbook

The **Exploring Career Decision-Making** textbook is organized into 15 units. Each unit deals with an area of career exploration and decision-making. In each unit, you will find:

- An introduction.
- An overview of the unit.
- A list of the key terms.
- Major concepts.
- Activities related to each concept.
- A summary.

The **introduction** will tell you what the unit is about and how it relates to the general theme of career decision-making. The **overview** shows what you will do in the unit, how you will do it, and why. It states what you can expect to learn. Following the overview is a list of **key terms,** with definitions. The definitions describe the exact meaning this program gives to these otherwise basic language terms. The major **concepts** are the ideas that the program wants to communicate to you. Then, for each concept, at least one activity is presented, so you may learn by using the concept.

The **summary** reviews the important points in the unit and helps prepare you for future units.

At the end of the text, you will find three appendices which you will use in several units. **Appendix A** includes a variety of materials which you will use in your career exploration. **Appendix B** contains the **Worker Trait Group Digest.** It briefly describes twelve general areas of work and groups of occupations within each area. **Appendix C** is an index of the **key terms** used through the text.

The Activity Booklet

The **Activities for Exploring Career Decision-Making** booklet contains materials to be used in some of the activities, such as charts and checklists. This booklet also serves as a record of your developing interests, abilities, values, and goals. You can use it as a tool to evaluate career alternatives and make career plans.

In some of the activities, you will draw and complete your own worksheets. You can easily refer to these loose worksheets by keeping them with your Activity Booklet.

The Career Information System

You will use your school's career information system throughout the program. Your teacher will explain where it is located and how to use it. In addition to the printed and audiovisual sources of information available in your school, you will visit and interview workers. You can continue to use these sources of information after you have completed this course. You will continue to make career decisions throughout your life, and so these sources of information can continue to help you.

Filmstrips and Cassettes

The filmstrips present the program's basic concepts and show how other people deal with their own career development.

If your school uses the total CIS published by McKnight Publishing Company, you will want to refer to the **CIS Professional Manual** for specific instructions on its use. A description of the CIS materials used within ECDM activities is included in Appendix A, page 414, of this text.

If your school does not use the total CIS, instructions for use of your school's occupational information are included in Unit IV and in Appendix A of this text.

Whether or not your school has the complete CIS, you will use the **Worker Trait Group Guide,** published by McKnight Publishing Company. Other CIS materials used with ECDM are included in its appendices.

Filmstrips and Cassettes

The filmstrips are in full color and range from 75-80 frames. They are accompanied by tape cassettes, with automatic advance and audible signal. A major intent of the filmstrips is to break down occupational stereotyping, by showing individuals in nonstereotypic roles.

The single cassette (without a filmstrip) is designed to add variety to the activities in Unit X.

major competencies

As a result of the activities in Unit I, students should be able to do the following:

1. Identify personal goals (Activities A, B).
2. Identify personal action taken to meet goals (Activity A).
3. List a variety of occupations which contribute to society (Activity C).
4. Identify components of career (Activities D, E, F).
5. Identify past and present career activities (Activities D, F).
6. Project potential career activities (Activities F, G).

Unit I Readability

Unit I has been tested for readability with the following results:

	Grade Level
Flesch	7.1
Farr-Jenkins-Patterson	7.9
Danielson-Bryan	6.0

equipment and materials

The following equipment and materials are needed for the activities in Unit I.

Teachers will need:
Filmstrip projector/screen
(Activities A, D)
Cassette tape player
(Activities A, D)
FS/CASS "Career Goals"
(Activity A)
FS/CASS "Creating a Career"
(Activity D)

Students will need:
Student text
(for all activities)
*Activity Booklet
(Activities B, E, F)
Scissors, pressboard, glue, magic markers, and assorted old magazines
(Activity G)

*Please caution students **not** to tear out pages **except** where told to do so.

UNIT I

Career Awareness

unit introduction

Everybody wants things. What people want may differ. It may be a horse, an elective office, wealth, a degree, or peace. The **ways** people get what they want may also differ. Many people get the things they want **through their career.** This unit will suggest how **career exploration** and **decision-making skills** can help you get what **you** want.

Your goals will shape your career. What goals do you have?

overview

WHAT	HOW
The **concepts** in this unit are:	The **activities** in this unit are:
1. Career goals.	• watching a filmstrip. • charting your goals.
2. The importance of work.	• identifying necessary and prestigious work.
3. Career and career patterns.	• watching a filmstrip. • asking adults about their work.
4. Projection of your own career.	• charting the kinds of activities you want in your career. • constructing a collage of your goals.

WHY

The **goal** of this unit is to help you see how you can shape your life through your career.

planning and preparation

1. The projected time allotments for the presentation of unit concepts are as follows:

Concept	Activities	Time
1	A, B	1 period
2	C	1 period
3	D, E	1½ periods
4	F, G	2½ periods

TOTAL TIME: 6 class periods.

2. Introduce the career collage (Activity G) in the first class session, so students can start collecting pictures. You might check with your school librarian for **old** magazines and ask students to bring in their own. You will need a variety of magazines.

unit introduction

Ask students to read and discuss the unit introduction.

overview

Ask students to examine the overview. Explain that it shows **what** they can do in Unit I, **how** they can do it, and **why**.

You may need to explain that a collage is a composition of pictures, words, or other materials pasted on a surface.

key terms

The terms will be presented in the filmstrips and the activities. It is important that the students understand these terms by the end of Unit I.

look ahead

Ask students to think of an adult whom they see often. The adult must be able to complete a career chart for Activity E.

Ask students to bring in old magazines with good pictures. **Psychology Today, Ebony, The New Yorker, Time, Sports Illustrated, Glamour, Fortune,** and similar magazines usually have appropriate pictures. These will be cut up for the career collage in Activity G.

key terms

Goal – anything you think you need or want. It may be something you want to do, to be, or to have.

Work – purposeful activity. Work produces something of value for the worker and/or other people. People may or may not be paid for their work.

Career – all of a person's work activities. A career begins in childhood and extends into old age. It includes education, training, politics, occupations, home and family.

Decision – the action a person has taken or will take to meet goals.

Prestige – standing or esteem in the eyes of people. Something is prestigious if others think highly of it.

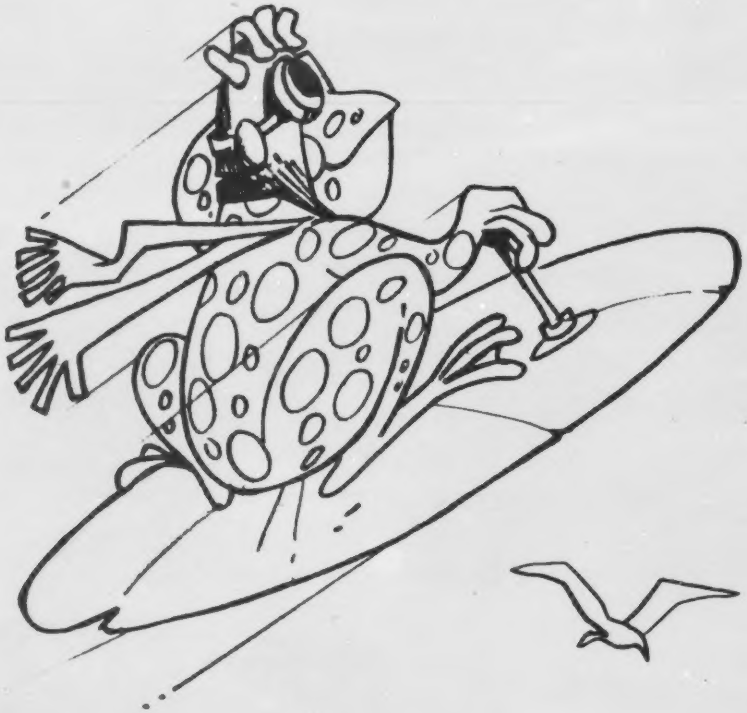
look ahead

For Activity E, you will need to find an adult who can complete a chart about his or her career. You will need **old** magazines **to cut up** for a collage in Activity G. Make sure no one will need the magazines after you have used them.

Concept 1

Career Goals

Only you know or can find out **what you want from life.** The things that you want are your **goals.** The goals that you can achieve **through work** are called **career goals.** The following activities will help you think about your career goals.



Only you can find out what you want from life.

Concept 1

A career goal is interpreted as anything a person wants to do, to be, or to have through work activities. It is not simply an occupational choice. Students need to clarify what they want — their goals — before they can decide through what career activities their goals are to be met.

activity A

Activity A (20-25 minutes)

1. Show the filmstrip "Career Goals." The "Instant Replay" is provided so students may refer to the major ideas presented in the filmstrip. It also presents these ideas to the students who were absent during the filmstrip presentation.

Exploring Career Goals

In this activity, you will see the filmstrip, "Career Goals." This filmstrip describes how **career goals are formed.** It also shows how **work** can be a way to **meet your goals.**

1. You can use the following "Instant Replay" as a review of the main points in the filmstrip.

All people want or need certain things. These things are goals.

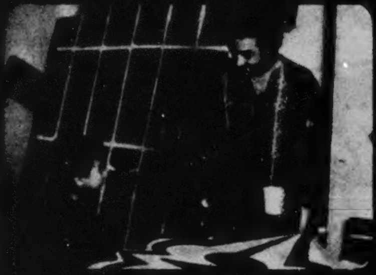
All people have the same basic needs for food, shelter, health, and love.

Although people have the same basic needs, they have different ways to meet these needs.

Your goals are formed in many ways. They are influenced by your surroundings and by the people around you.

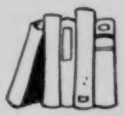
People choose different ways to meet their goals. They take actions they believe will help them meet their goals.

One of the most common ways people meet many of their goals is through work.



Their work may also give them the time and money to meet other goals.

2. Have students discuss major concepts from the filmstrip. The following comments contain content cues as well as suggestions for the discussion. Encourage students to express themselves by maintaining an atmosphere of respect for the feelings and opinions of others.
   a. A goal is anything you need or want.
   b. In the filmstrip, goals are described in three pairings:
      long-term — short-term
      important — not-so-important
      for self — for others
   c. Everyone wants different combinations of things.
   d. Basic survival needs (food, shelter, health, love) are essentially the same for all people.
   e. People are different.
   f. Most people's goals change; younger people usually change their goals frequently.
   g. People change as a result of growth (maturation) and experience.
   h. Most people find themselves in conflict with others. As students give examples, try to bring out the ways in which they can resolve such conflicts.
   i. Ask for examples which show positive action and control.
   j. Responses here are related to the previous question.
   k. Students should feel free to accept or reject this definition. Ask students to explain their answers.
   l. People work to meet goals, either directly (the work itself is satisfying) or indirectly (people work for the opportunity — time or money — to satisfy goals).
   m. Examples of work students do might include schoolwork, chores, hobbies, or part-time jobs. A person does not necessarily get paid for work.
   n. It is important that no students be made to feel the things they want



2. Discuss the filmstrip. Use the following questions as a discussion guide.
   a. What does the term "goal" mean to you?
   b. What kinds of goals are described in the filmstrip?
   c. Do you **want** the same things members of your family do? that your friends do? Why, or why not?
   d. Are your **needs** different from the needs of others?
   e. Why do people want different things?
   f. Do you want the same things **now** that you wanted a year ago?
   g. Why do people's goals change?
   h. Have you ever been in **conflict** with others because your goals were different from theirs? What did you do about the conflict?
   i. Do you feel you have **control** over getting what you want? Why, or why not?
   j. What have you done to meet your goals?
   k. In the filmstrip, work was defined as the **performance of activities designed to effect some change,** even in a small way, on some **aspect of society.** Is this definition useful to you? Why, or why not? How would you define work?
   l. Why do people work?
   m. What are some examples of work you do?
   n. What do you **hope to gain from work** you do?
   o. Should there be any legal or moral limits on how people meet their goals?
   p. Do you like having goals? Why, or why not?
   q. Do you agree with the following statement? **"Having goals gives me control over my life."** Why, or why not?

activity B

Identifying Goals

Knowing what you want to do, to be, or to have can be an important part of **planning** your career. **Charting** your goals may help you consider both what you want **now** and what you want in **the future.**

1. Think how age can affect a person's goals. Discuss the kinds of goals people normally have at the following ages.

   a. 5 years old.

   b. 15 years old.

   c. 30 years old.

   d. 50 years old.

   e. 70 years old.

2. Look over the following Sample Goal Focus Chart.

from work are of less or more value than the things others want.

o. What would be the view of different groups within society on such means as stealing or using force? Accept a variety of answers, encouraging students to express their thoughts and feelings.

p. Ask students to explain their answers.

q. Goals can give us a sense of control of our lives and futures. By working towards goals, we can direct the course we take.

Activity B (25-30 minutes)

1. To introduce the Goal Focus Chart, ask students how they think the goals of a 15-year old might differ from those of a 5-, 25-, 30-, 50-, or 70-year old. Consider such things as responsibility for providing food and shelter (for self or others), child-raising, family or health needs, and anything else which would suggest the main concerns of people in each age range.

2. Ask students to examine the sample chart in their texts. You may want to give additional examples.

Sample Goal Focus Chart

Year	Your Age	Things You Want To Do	Things You Want To Have	Things You Want To Be
1977	15	play football pass chemistry ride horses party	a stereo money new clothes a horse	liked a good student happy
1982 5 years later	20	write plays ride horses go to college	car good job steady date	in love a writer rich
1992 15 years later	30	write short stories listen well	children house Honda 350	married famous rich
2017 40 years later	55	write a novel ride horses travel teach writing	grandchildren house horses Mercedes	still married someone people come to when theyre in trouble
2037 60 years later	75	write mysteries travel help people	condominium on the ocean sailboat emeralds	still married loved happy

3. Direct students to complete the Goal Focus Chart in their Activity Booklet. Suggest that they represent their ideas with words or phrases instead of complete sentences.

3. Turn to the Goal Focus Chart on page 2 of your Activity Booklet.
    a. Think about what you want right now. What do you want to do? What things do you want to have? What kind of person do you want to be? On the Goal Focus Chart, fill in the spaces for what you want **now**.
    b. Imagine yourself 5, 15, 40, and 60 years from now. What will you want to do, to be, or to have? Fill in the chart

with your goals. This is not a final or complete statement of what you want, but it should help you focus on your goals.

4. To help you think about the place of goals in your life, discuss the following questions.

   a. Do people **always** achieve their goals? If not, why? Should they still set goals? **Can** you achieve the goals you have listed? What might **help** or **hinder** you in reaching your goals? Do you think you **will** achieve them? Why, or why not?

   b. If you achieve your goals, are you a better person? Is a person who never does anything a worthless person? Why, or why not?

   c. Why is it so hard to think about your life as it might be in 15, 40, or 60 years?

   d. Is there any point in thinking now about goals you might have in 15, 40, or 60 years? Why, or why not?

   e. Do you think your goals in several years will be the same as they are now? Why, or why not?

   f. If you had just one year to live and could do anything you wanted, what would you do?

   g. Are the things you would do, given "one year to live", related to your longer life goals? Can you fit the short-term and long-term plans together? What aspects fit? What does not fit?

look ahead

Begin collecting pictures from old magazines. These pictures should show what you want to do, to have, or to be. In Activity G, you will be asked to make a collage from these pictures.

4. The following comments contain content cues and discussion suggestions for follow-up questions.
   a. Students may have goals they feel they can and cannot attain. They should be encouraged to question the realism of their own goals, but should not attempt to determine the realism of others' goals.
   b. The intrinsic worth or value of a person is not contingent upon his or her accomplishments.
   c. You do not know all of the factors that will influence your future. Lack of experience and maturity also makes it difficult.
   d. Planning ways to accomplish your goals might give you more options, and therefore make it more likely that you achieve them.
   e. Change in a person's need for financial support should result in changed goals.
   f. Every student should be given the opportunity to answer this question. Allow some time for students to think about the question. You may wish to make this a written activity.
   g. The purpose of the "one year to live" exercise is to help identify important goals. Can the students select the goals that may be important in both a short and long life plan? Can they explain why other goals may fit only one plan? Example: having and rearing their own children.

look ahead

Ask students to collect pictures that show what they want to do, to have, or to be. These will be needed for Activity G.

Concept 2

Concept 2

The point of this concept is that all occupations are useful, and thus, important. People must decide for themselves which jobs are important to them. Although individuals should value the work they do, they should also respect the work done by others.

The Importance of Work

There are thousands of different occupations. Each occupation serves some **purpose.** People often consider certain kinds of work to be more important than others. Is this a **useful** way of looking at work?

Is this kind of work more or less important than others?

activity C

Relating Prestige, Necessity, and Importance to Work

In this activity, you will explore how **prestige** and **necessity relate** to the **importance of work.** You will also look at the **usefulness** of a wide range of occupations.

1. On a piece of paper, write the heading "Prestigious Work." Under this heading, list 10 workers you think are **valued** most in our society. These are the workers you think have the **most prestige.**

2. Now write the heading "Necessary Work" on your paper. Under it, list 10 workers whose work you need in your daily life. Think of the work that has to be done **before** you can do the things you do each day. Think of such items as **food, travel, shelter,** and **clothing.**

3. Give examples from your Prestigious and Necessary Work lists to the class. Your class will make similar lists on which there is general agreement.

4. Discuss the differences (if there are any) between "prestigious" and "necessary" work. Use the following questions as a guide.

   a. Are the **same** kinds of work listed on both lists?

   b. **Why** do the occupations on the first list have more prestige than those on the "necessary" list?

Activity C (50 minutes)

1. Introduce the activity by discussing the meanings of prestige and necessity.

   Instruct students to prepare a list of job titles of workers they think are prestigious. Examples might include doctor, lawyer, teacher, minister, executive, senator, bank president, professional quarterback, etc.
2. Direct students then to list job titles of necessary work. Responses here could include farmer, bus driver, construction worker, plumber, electrician, gas station attendant, disc jockey, or garment worker.

3. Make sample lists on the board, taking suggestions from students.

4. Facilitate students' discussion emphasizing the value and importance of all workers. Students should judge for themselves the importance of any occupation to them. They should not be encouraged to pass judgement on the importance of the occupations chosen by others.

c. Which list has the most **important** work? Why?

d. **Why** are the prestigious occupations valued? Do occupations that **pay more** have **more prestige**?

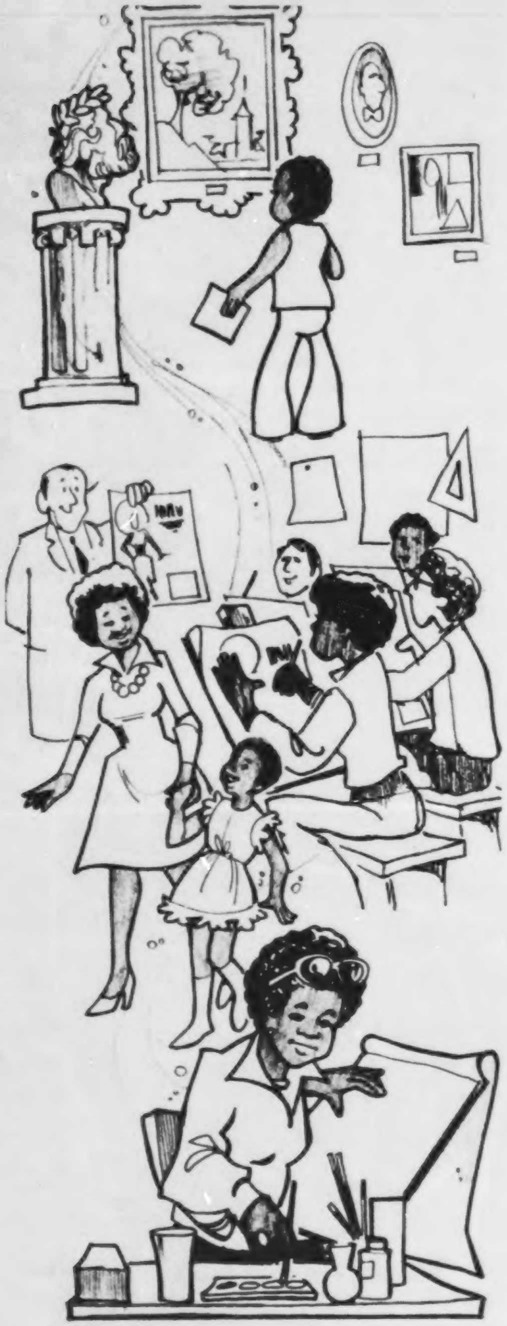
e. **Who** decides which occupations are important? Is any work more important and valuable than any other work?

f. It is **fair** to look up to some kinds of work and down on others?

g. Do others' opinions of the work you value **matter to you**?

Concept 3

Career and Career Patterns



What is involved in a career? There are many different kinds of activities which can make up a person's career. Some of these activities include **education, occupations, home, family,** and **community service.** The activities which make up a career can be combined in many different ways. The ways people combine activities at various times in their lives form their career **patterns.** By looking at the different options that you have, you can **choose** and **combine career activities** that will help you meet your **goals.**

Your career is made up of many different activities.

Concept 3

Ask students what the term "career" means to them. Try to bring out the variety of meanings the word has. Then ask them to read the paragraph under Concept 3 and consider whether it might be a useful way to look at career.

The concept of career and career patterns presented here may be quite different from that most students have.

Activity D (20-25 minutes)

1. Show the filmstrip "Creating a Career." The "Instant Replay" is provided so students may refer to the major ideas presented in the filmstrip. It also serves to present these ideas to students who were absent during the filmstrip presentation.

You may wish to discuss the term "standard of living", although it will be treated in greater depth in Unit 12.

activity D

Creating a Career

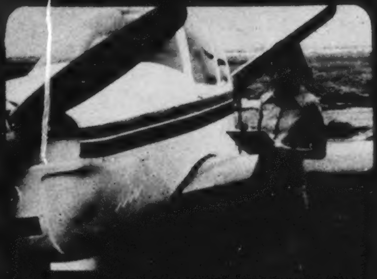
In this activity, you will see the filmstrip, "Creating a Career." This filmstrip describes the many kinds of activities which can make up a career. It shows how people can **shape** their careers.

1. You can use the following "Instant Replay" as a review of the main points in the filmstrip.

instant replay

Career is the part of your life that you spend working. It is a way to meet many of your goals.

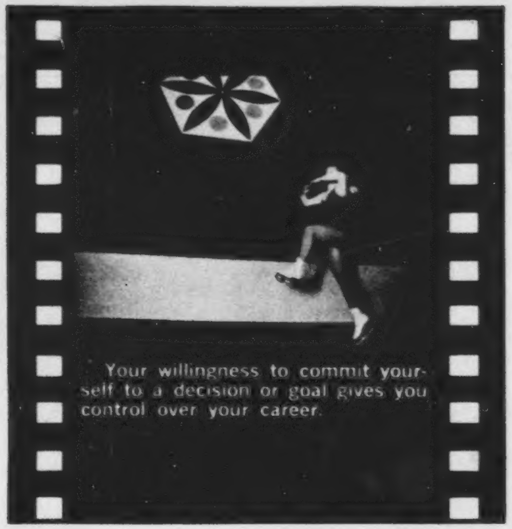
It is not limited to jobs for which you are paid. It includes all your work activities starting in your childhood and going past retirement into old age.



A career can include such activities as education, occupations, home and family, and community and civic activity.

The decisions you make shape your career. These decisions affect how you spend your time, with whom you spend it, and what your standard of living will be.

When you make a decision, you choose actions you think will lead toward your goals. A decision is not complete until you act upon it. The result of the action gives you new information you can use to review the situation.



Your willingness to commit yourself to a decision or goal gives you control over your career.

2. Discuss the filmstrip. Use the following questions as a discussion guide.

   a. How was "career" defined in the filmstrip?

   b. What is **not** part of career?

   c. How is a person's career **shaped?**

   d. How have your **experiences** shaped you?

   e. Can you think of any decisions you have made that have **influenced how you feel** about **yourself**?

   f. **Who** makes most of the **important decisions** about your life?

   g. Do you ever let **other people** make decisions **for you**? Why, or why not?

   h. Do you think it is a **good idea to let others make decisions for you? If so, who** and **under what conditions**? In the filmstrip, a young woman is told she would be happier as a nurse than as a doctor. How do you feel about this advice?

2. Have students discuss major concepts from the filmstrip. The following comments contain content cues as well as suggestions for the discussion.
   a. Career is the part of your life that you spend working. It is a means to your goals. It is broader than occupation and includes all the work activities of your entire life.
   b. Leisure is not part of a career. However, your career affects your leisure time, and the way you spend your leisure time may affect your career.
   c. Your career is determined by the decisions you make within the limitations of the opportunities open to you.
   d. If students have difficulty answering, give the example from the filmstrip (the girl helping the woman who fell) or one from your own life.
   e. Skipping school, studying for a test, or disobeying parents are examples.
   f. Students' answers will vary.
   g. Doctors, lawyers and family might have special knowledge that you do not have.
   h. A doctor's or a lawyer's special knowledge, for example, may strongly influence your decision. Ask students to discuss whether people can always separate their own prejudices from the advice they give. Refer students to the stereotype presented in the filmstrip sequence: a woman would be happier as a nurse than as a doctor.

i. Not necessarily. You are different from everyone else. Your decisions must relate to you, not "most people."

j. Encourage students to express their reactions to several possible situations.

k. You can increase your ability to make decisions by gathering valid information both about yourself and the environment. Having information alone does not guarantee a decision that will meet your goals. You must evaluate the information.

i. If your decision **differs** from what **most people** would decide, should you **change it**? Why, or why not?

j. Suppose you make a decision that meets your goal, but **affects other people's lives** as well. **They** are not **happy** with your decision. Should you **change** your decision? Why, or why not?

k. **How** can you **increase your skills** in making decisions?

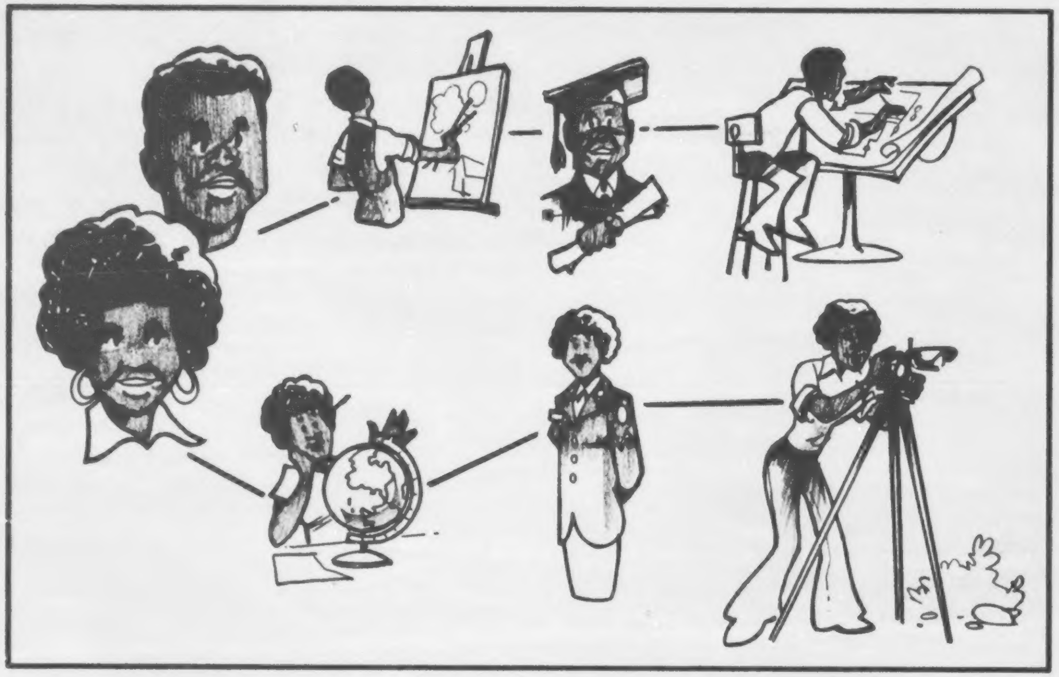
activity E

Activity E (50 minutes)

NOTE: This activity requires parts of two class periods (25 minutes per day), so students will have time between classes to get an adult to complete a chart.

Exploring Career Patterns of Adults

A **career pattern** is the **blending of career activities** over a **period of time.** By **looking into** the career patterns of **other people,** you can better understand the many **options open to you in planning your own career.** The activities which people include in their careers can be grouped into parts or components. The following are some components of most people's careers.



- **Education and Training.** Attending nursery and elementary schools, junior and senior high schools, technical school, college, or graduate or professional school. Preparing for a certain skill or occupation, such as auto mechanics, dancing, or plumbing.

- **Occupations.** Working for pay.

- **Home and Family.** Doing housekeeping, yard work, household repairs, and caring for children or other family members.

- **Community and Civic Activity.** Working for service groups (Red Cross, Kiwanis) or on your own (taking care of sick neighbors). Doing campaign work, running for office, or working for passage of laws.

1. In this activity, you will look into the career patterns of people you know. Look at the Sample Career Pattern Chart. The

1. Explain the Sample Career Pattern Chart. In this activity, the students will use only the Adult's Career Pattern Chart and the Adult's Career Activity List of the Activity Booklet.

arrows show the present age of the person. In this example, it is 25. To the left of the arrows, the squares that represent the types of activities in this person's career are X'd in. Home and family was part of this person's career from the ages of 10 to 25, so it is X'd in. When there is more than one type of activity at the same time the most important one is shaded in. The chart shows that education and training, home and family, and community and civic efforts were all part of the person's career. It also shows that education was the most important component in this person's career.

Sample Career Pattern Chart

Career Activities	Age in One Year Intervals																	Age in Five Year Intervals										
	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	25	30	35	40	45	50	55	60	65	70	75
Education & Training		X	X	X	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	X	X	?	?								
Occupations																	▨	▨	▨	▨	▨	▨	▨	▨	X	?	?	?
Home & Family							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	▨	▨	▨	▨
Community & Civic					X	X	X	X	X	X	X					X	X	X	X	X	X	X	X	X	X	X		
Others (Specify)																												
Church work									X	X	X														X	X	X	X

To the right of the arrows the person projects the future components of career. When the person is not sure of a component, a question mark is used.

2. Look at the Sample Career Activities List. This shows the actual activities which made up the components of the career

2. Explain the Sample Career Activities List. It is meant to help students understand the abstraction of "career component" through specific examples. It should also help them see the wide range of activities that can be included in any one career.

shown on the sample chart. See if you can find the component to which each activity belongs.

Sample Career Activities List

The person who filled the sample followed these instructions.

List the career activities in which you have been engaged. They might include baby-sitting, entering the science fair, lawn mowing, or attending law school. Or you might have worked for a political candidate, in a "project cleanup," as a machinist, etc.

1. music lessons
2. scouting
3. school
4. household chores: cleaning, cooking
5. drill team
6. charm school
7. kitchen worker in hospital
8. volunteer for political candidate
9. church work
10. cashier
11. information desk attendant
12. dispatcher
13. college
14. tennis team
15. refinished furniture
16.

3. Students should select an adult to complete the Adult's Career Pattern Chart and the Adult's Career Activities List. An older person is preferable because the pattern is likely to be more explicit.

4. Before the adult completes the chart, the students should project in **light pencil** how they think the adult's career patterns will appear.

3. **Think of an adult with whom you can spend some time before the next class session to make a chart of his or her career. For this activity, try to find an older person. It can be a friend, a grandparent, a guardian, or neighbor.**

4. **Tear out the Adult's Career Pattern Chart and the Adult's Career Activities List on pages 3 and 4 in your Activity Booklet.**

   Before the adult completes the chart, think about what you know of his or her career. In **light pencil,** mark the Adult's Career Pattern Chart as **you think the adult would.** Use the following directions and examples as a guide.

   a. Draw pointing arrows at the adult's present age.

Career Activities	Age in One Year Intervals																	Age in Five Year Intervals										
	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	25	30	35	▼40▲	45	50	55	60	65	70	75

   b. To the **left** of the arrows, put a small **x** in each square where you think the activity was part of the adult's career.

Career Activities	Age in One Year Intervals																	Age in Five Year Intervals										
	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	25	30	35	▼40▲	45	50	55	60	65	70	75
Education & Training			X	X	X	X	X	X	X	X	X	X	X	X														
Occupations												X	X	X	X	X	X	X	X	X								
Home & Family																		X	X	X								

   c. You may place an x in **more than one square** at a given age. **Shade** in the square of the type of activity **most important** to the adult.

Career Activities	Age in One Year Intervals																	Age in Five Year Intervals										
	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	25	30	35	40	45	50	55	60	65	70	75
Education & Training			X	X	X	X	X	X	X	X	X	▨	▨	▨														
Occupations												X	X	X	X	X	X	▨	▨	▨								
Home & Family																		X	X	X								

d. To the **right** of the arrows, place an x in the squares of the activities you feel will be part of the adult's career. If you are **not sure** of an activity, place a **question mark** in its square.

Career Activities	Age in One Year Intervals																	Age in Five Year Intervals										
	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	25	30	35	40	45	50	55	60	65	70	75
Education & Training																												
Occupations																					X	X	X	?	?	?		
Home & Family																					X	X	X	X	X	X	X	X
Community & Civic																												
Others (Specify)																												

5. Sometime after school, but **before the next class session,** ask the adult you chose to complete the chart. Go over the chart's directions with the adult. Ask the adult to **disregard your pencilled markings** and to complete the chart in **ink** over them. The Adult's Career Activities List is on the reverse side of the chart. Ask the adult to complete the list. You can use **the sample chart and list on pages 20-21 of this text as a guide.**

5. Be sure students understand they will need the completed chart and list for the next class session.

6. At the beginning of the next class session, have students report and discuss their results.

   Draw a copy of the chart on the board. Have the students tell you where the X's should go from the patterns they collected. The number of squares with an X will show the range of career patterns. The number of X's in each square will indicate the more typical career patterns.

7. The discussion should bring out the range of activities which can be included in a career.

6. Look at the Adult's Career Pattern Charts collected by other students. Discuss the charts, using the following questions as a guide.

   a. Is there a **common pattern**? That is, do most charts show the same kinds of activities at a given age? Are the **most important activities** the **same for most people**?

   b. Are **men's** patterns different from **women's**? If so, how? Why?

   c. Are **older people's** patterns different from **younger people's**? If so, how? Why?

   d. What other **differences** are there? Why?

7. How many different activities did you find in the adults' careers? Use the completed Adult's Career Activities Lists as a discussion guide.

Concept 4

Projection of Your Own Career

To **project** a career means to set down what **seems likely to happen** in the future. When you write down ideas, you can study them more easily. By studying the ideas you have about your future, you can better judge if you are **likely to meet your goals.** Also, you can begin to see how many of your goals can be met through different **career activities.**

You can meet your goals through many different career activities.

Concept 4

In this concept, the focus is on the students and their thoughts about their own careers. Make sure students understand that they are **not** expected to have **specific** occupations in mind, but rather to think generally about the kinds of **activities** they want in their lives.

Have students read and discuss the paragraph under Concept 4.

Activity F (25 minutes)

1. This activity should reinforce the understanding that students are already engaged in career. As they discuss the patterns they project, emphasis should be given to the acceptability of a wide range of patterns.
   Ask students to complete their Personal Career Pattern Charts showing both their career to date and their projected activities.
2. Have students list as many different kinds of work as possible that they have done, from building birdhouses to playing the piano.
3. As students discuss their own career patterns, make sure that no one is pressured into sharing personal information with the class.

look ahead

Prior to the next activity, assemble these materials for the students' collages:

- felt tip pens
- used magazines
- glue
- pressboard or large sheets of paper.
- scissors

activity F

Charting Your Own Career Pattern

In this activity, you will complete your **own** career pattern chart. The Adult's Career Pattern Charts can help you see what **your** career pattern could be.

1. Use the Personal Career Pattern Chart on page 5 of your Activity Booklet. Follow the instructions given on the chart. Complete your career pattern up to the present and the pattern you project for your future.

2. Complete the Personal Career Activities List on page 6 of your Activity Booklet. Include as many different kinds of work you have done as possible.

3. Discuss your career pattern with the class.

   a. Is your pattern **like** an adult's? If not, how does it **differ**?

   b. Are most of the students' patterns **alike**? Why, or why not?

   c. How many **different** kinds of career activities have you **already** taken part in?

   d. Do you think of yourself as **having a career now**? Why, or why not?

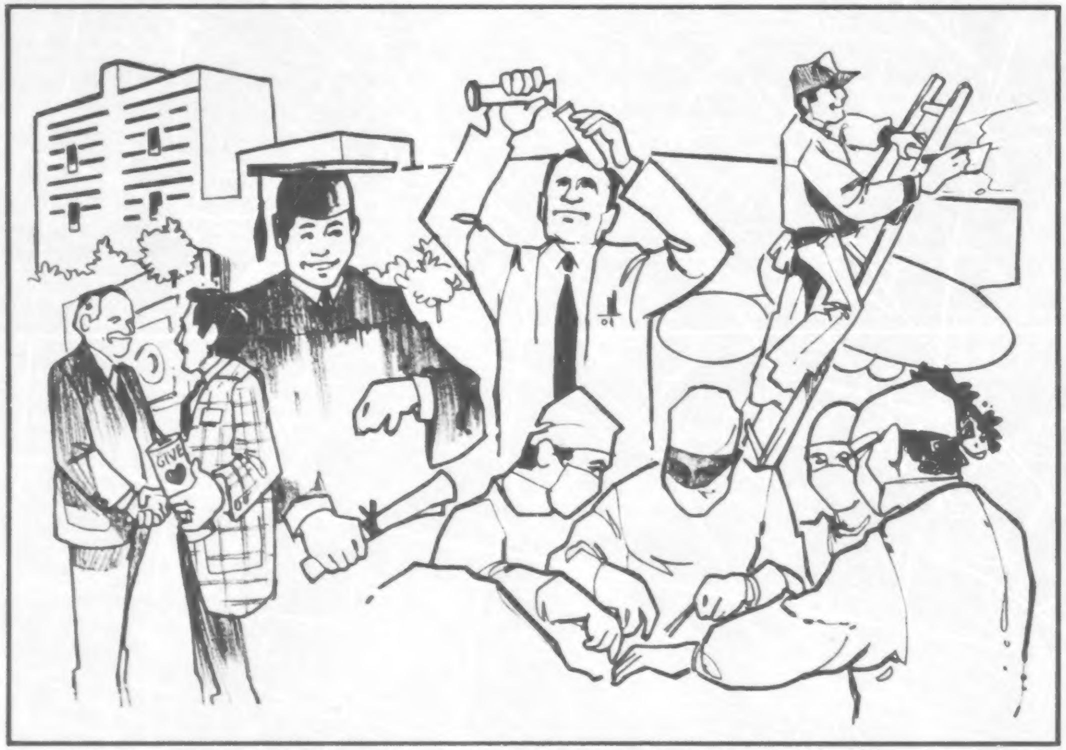
look ahead

Bring to the next class session the old magazines you have collected for the collage in Activity G.

activity G

Creating a Career Collage

Sometimes it is easier to **express yourself through pictures,** as **in a collage.** In this activity, you can show your thoughts about your career through a collage. When you finish your collage, you can display it to the class.



What does this career collage tell you about the person who made it?

Activity G (100 minutes)

Some students may not wish to show their collages to the class. Their career goals may be private, so this activity should be handled accordingly.

1. As you distribute the collage materials, have students read the instructions. Each student will need several magazines and a piece of pressboard. Scissors, glue, and magic markers can be shared. Direct students to begin work on their collages. Examples of what a student might want to **do** include campaigning for a political candidate, caring for children or pets, gardening, flying an airplane, or working in an occupation. A student may want to **have** a Mercedes-Benz, a farm, a lot of children, or money.
2. As students cut and paste their collages, remind them to include more than one occupation.
3. Ask the students to examine their collages in terms of career pattern and longer range goals. Perhaps new information will be found by comparing their Career Pattern Chart (Activity F) to the ideas and themes in their career collages.
4. Ask students to hold up their collages one at a time, so the class can describe what career activities and goals they see expressed in the collages. This gives students an oportunity to see how well they communicated what they meant, and may give them additional insight as well. The students collages should show a great variety of career activities. (Option) You may wish to let the students try to guess who designed each collage by the activities represented.
5. It is extremely important that no students be made to feel that the things they value, the things they want to have or do, are somehow less or more worthy than the goals of others in the class. Close the discussion by bringing out the desirability and necessity of divergence among people.

1. Go through the magazines, cutting out pictures or words which show your career as you think **you want it to be.**

   - What do you want to **do**?

   - What do you want to **be**?

   - What do you want to **have**?

   For suggestions, use the Goal Focus Chart you prepared in Activity B. You can also use the Personal Career Pattern Chart you completed in Activity F in your Activity Booklet. Include as many options as you think possible for you, even if you can't do all of them together.

2. To assemble the collage, glue the pictures onto the pressboard. You can use a pen or magic marker to add your personal touch to the pictures. If desired, you may make a cube collage, with all six sides covered with pictures. This could be hung from one of its corners or used as a paperweight on a desk.

3. Look over your collage and identify the **basic ideas or themes** that **link together** the pictures and words you selected. **What** are the **themes?** How do they **compare** with the Career Pattern Chart you prepared in Activity F? Do the collage and Career Pattern Chart correspond? Did any **new** ideas appear?

4. As each collage is displayed to the class, describe what sort of career pattern you see in it. Respect the **feelings, opinions,** and **values** of the other students.

5. As your own collage is displayed and reacted to, feel **free** to add your **own comments.**

One way to achieve your goals is through work. In choosing work, you place the **total** you — your interests, abilities, values, and goals — into the world around you. Your work activity in **education, occupations, home and family,** and **civic and community** roles makes up your **career**.

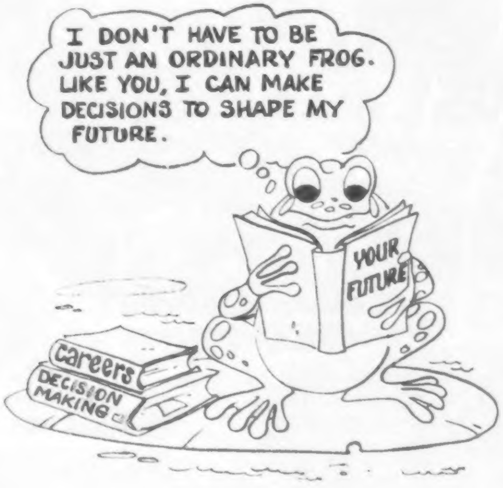
Your career extends over your **lifetime**, from your childhood to your old age. Throughout your life, you will choose activities which enable you to be the kind of person you want to be. This unit's activities were designed to help you look at your goals and how they relate to work. The purpose of this program is to help you **plan** and **make decisions to implement your career goals** — to give you **control** over your career.

Consider the following questions.

a. In what ways are you more aware of your career **now**?

b. Can you **control** your career to **create** your **own career pattern**?

This unit focused on the idea of **goals**: what you want to **have,** to **be,** or to **do.** Everyone has the **same survival needs** for food, health, shelter, and love. But what is satisfying may be **different** for each of us. Your goals are part of what makes you unique.


I DON'T HAVE TO BE JUST AN ORDINARY FROG. LIKE YOU, I CAN MAKE DECISIONS TO SHAPE MY FUTURE.
YOUR FUTURE
Careers
DECISION MAKING

unit summary

unit summary

Ask students to read and discuss the unit summary.

You may wish to have students discuss the questions or simply think about them individually.

major competencies

As a result of the activities in Unit II, students should be able to do the following:

1. Identify various decision strategies (Activity A).
2. List the five steps of the decision-making strategy (Activities B, D, E).
3. (Step One) Clarify a presented decision situation (Activities C, D, E).
4. (Step Two) Identify possible alternatives for resolution of a decision situation (Activities D, E).
5. (Step Three) Identify criteria upon which alternatives will be evaluated (Activities D, E).
6. (Step Four) Use criteria to evaluate alternatives and then select one (Activities D, E).
7. (Step Five) Develop a plan to implement the decision and follow it through (Activities D, E).
8. Apply the decision-making strategy (Activities D, E).

Unit II Readability

Unit II has been tested for readability with the following results:

	Grade Level
Flesch	8.0
Farr-Jenkins-Patterson	8.7
Danielson-Bryan	6.4

equipment and materials

The following equipment and materials are needed for the activities in Unit II:

Teachers will need:
Filmstrip projector/screen
(Activities B, C)
Cassette tape player
(Activities B, C)
FS/CASS "Decision-Making, Part I"
(Activity B)
FS/CASS "Decision-Making, Part II"
(Activity C)

UNIT II

Decision-Making

unit introduction

Every day you are **faced** with a number of **decisions.** Some decisions are **important** and **others are not.** "What courses should I take next year?" "Should I tell my best friend about a problem that is bothering me?" "Should I go to class or stay in bed this morning?" "Should I look for a summer job?" The purpose of this unit is to help you understand the **decision-making process.** This process may **help you** in making your **own decisions.**

Every day, you make many decisions. By learning a decision-making strategy, you may be able to make better decisions.

overview

WHAT	HOW
The **concepts** in this unit are:	The **activities** in this unit are:
1. Decision-making strategies.	• discussing ways to make decisions. • watching a filmstrip.
2. The five-step decision-making strategy.	• discussing the use of the strategy in the filmstrip. • using the strategy yourself. • using the strategy in a group activity.

WHY

The **goal** of this unit is to help you become aware of the kinds of decisions you face and to help you learn a decision-making strategy.

key terms

Strategy – the process or method you use when you make a decision. The steps you follow.

Criteria – important factors that will affect a decision. Standards on which a decision may be based.

Probability – the likelihood or "odds" of an outcome. The chances that something will occur if certain actions are followed.

Risk – the possible loss to the person making a decision. The probability of a loss affects the decision.

RAIN
PROBABILITY OF RAIN

Students will need:
Student text
(for all activities)
*Activity Booklet
(Activity D)

* Please caution students **not** to tear out pages **except** where told to do so.

planning and preparation

The projected time allotments for the presentation of unit concepts are as follows:

Concept	Activities	Time
1	A, B	1 period
2	C, D, E	2 periods

TOTAL TIME: 3 class periods.

unit introduction

Ask students to read and discuss the unit introduction.

overview

Ask students to examine the overview. Explain that it shows **what** they will be doing in Unit II, **how** they will do it, and **why.**

key terms

It is important that the students understand these terms. You may wish to discuss the terms **now,** so students will be able to use them when they apply the strategy.

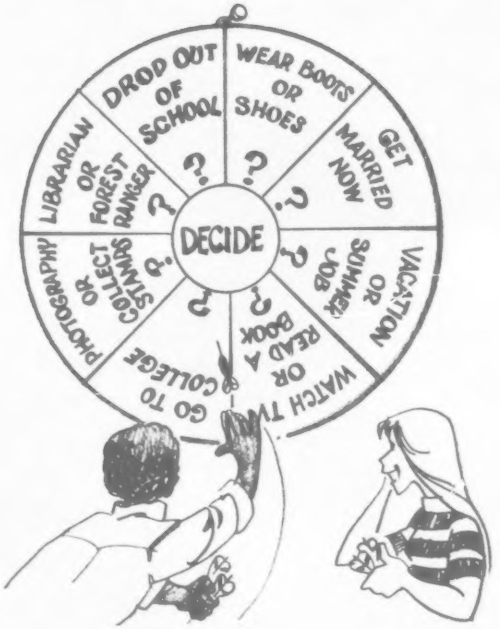
Concept 1

Concept 1

All people have at least one process or method that they use to make decisions. The purpose of these activities is to help students examine their own methods, and, as a group, work out a strategy they think is better or more complete.

Decision-Making Strategies

People make **decisions** in a lot of **different** ways. Most people use a **strategy** to make a decision. The purpose of the following activities is to help you become **aware of the way you make decisions.**


DROP OUT OF SCHOOL
WEAR BOOTS OR SHOES
GET MARRIED NOW
VACATION OR SUMMER JOB
WATCH T
OR READ A BOOK
GO TO COLLEGE
PHOTOGRAPHY OR COLLECT STAMPS
LIBRARIAN OR FOREST RANGER
DECIDE

Do you have a decision-making strategy?

activity A

Becoming Aware of Decision Strategies

Think of all the decisions you make each day. **How** do you make these decisions? **What steps** do you go through?

1. **Discuss** making decisions with the class. Tell the other students how you make your decisions.

2. Think of a decision you made recently. What steps did you follow to make the decision? Write down the steps you used on a sheet of paper.

3. Help your class develop a **complete strategy** for making decisions. **Discuss and agree** upon the steps you feel are **needed** in a good strategy. Your teacher will write the steps your class has agreed upon on the chalkboard. Compare them to the steps you wrote in Question 2.

Activity A (20-25 minutes)

1. Lead a discussion of decision-making with the students. Ask them to identify the many types of decisions they make daily.
2. Direct students to jot down the steps in their decision-making process. Then have students describe the steps they have listed on paper to the class. Ask for comments and suggestions on each step.
3. In class discussion, have the students identify a series of steps they feel is necessary for a good strategy. List the steps on the chalkboard. An example of a class strategy follows:
   a. Define the problem.
   b. Obtain information.
   c. Identify solutions.
   d. Consider good and bad points of each solution.
   e. Consider possible results.
   f. Choose a solution.
   g. Follow through.

Activity B (25-30 minutes)

1. Show the filmstrip "Decision-Making, Part I." The "Instant Replay" is provided so students may refer to the major ideas presented in the filmstrip. It also presents these ideas to the students who were absent during the filmstrip presentation.

activity B

Making Decisions

The filmstrip, "Decision-Making, Part I," deals with decisions **you face every day.** It shows **how** different people make decisions. As you watch the filmstrip, see if you have used any of these ways to make your decisions.

instant replay

1. You can use the following "Instant Replay" as a review of the main points in the filmstrip.

Some people have a hard time making decisions. Connie Complaint does not want to make a decision herself. She lets others decide for her.

Fran Flip leaves her decisions to chance.

Dan Delay puts off making decisions, often until it is too late.

Easy Ed always tries to find the easy way to do something.

Penny Planner has a plan for making decisions.

Penny makes decisions by using a strategy. First, Penny clarifies the situation: "What sort of job do I want?"

Next, she looks for information to help her identify jobs that might interest her.

Then she lists the possible jobs.

She considers all the factors involved in each job that interests her.

When she selects an occupation, she will follow up by getting the proper training.

2. Have students discuss major ideas from the filmstrip. The following comments contain content cues as well as suggestions for the discussion. Encourage students to express themselves by maintaining an atmosphere of respect for the feelings and opinions of others. Be sure that the following ideas emerge:
   - The decisions we make can have an impact on our lives.
   - Decisions which may not seem important to us at the time can have important effects later on.
     a. Examples: choosing a hobby, using drugs, receiving stolen property, selecting one course instead of another.
     b. If students have used any of the filmstrip strategies, have them identify the strategies and describe the results.
     c. When the outcome is of little importance, we usually make our decisions informally, almost unconsciously. We do not need to go through all the steps. However, when the decision has important consequences, we are likely to be more careful. This program recommends that a conscious, complete strategy be used in reaching important decisions.
     d. Looking at a number of alternatives increases your chances of making a satisfying decision. Conversely, it reduces the risk of making an unsatisfactory choice. As a consequence of making your own decision, you assert your freedom of choice and strengthen confidence in yourself as a decision-maker.

By having a plan, Penny is keeping herself free to make her own decisions.

2. Discuss the filmstrip, using the following questions as a guide.

   a. What are some of the decisions students make every day that can have a **lasting effect** on their lives?

   b. Have you ever used any of the strategies for making decisions that were discussed in the filmstrip? Describe the results.

      If the results were good, what **steps** did you use to reach the decisions?

      If the results were bad, what **steps** should you have taken to reach a **better decision**?

   c. Is the process the same whether your decision is a small or an important one? Are you more conscious of making decisions in certain situations? If so, what kinds of situations?

   d. Compare the different strategies presented in the filmstrip. What are some of the advantages of Penny's strategy?

Concept 2

The Five-Step Decision-Making Strategy

Learning how to use a decision-making strategy can help you make **satisfying** decisions. In the following activities, you can **learn** and **apply** a strategy.

Using a decision-making strategy can help you achieve your goals.

Concept 2

The purpose of the activities for this concept is to help the students learn the steps of the decision-making strategy and practice its application.

activity C

Activity C (20-25 minutes)

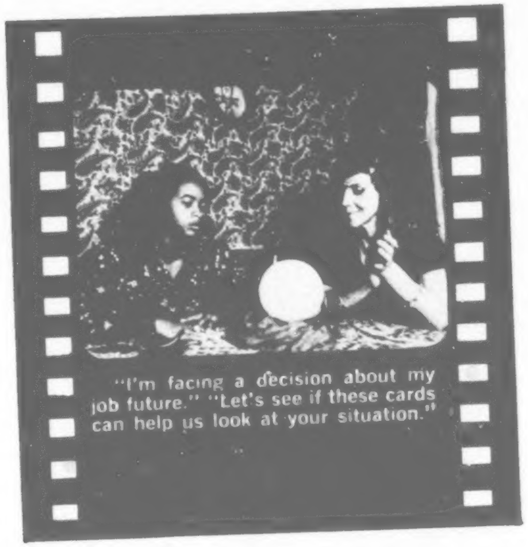
Exploring the Five-Step Strategy

The filmstrip, "Decision-Making, Part II," is a follow-up of the earlier one. You will see how the decision-making strategy can be used in different situations.

1. Show the filmstrip "Decision-Making, Part II." The "Instant Replay" is provided so students may refer to the major ideas presented in the filmstrip. It also presents these ideas to the students who were absent during the filmstrip presentation.

1. You can use the following "Instant Replay" as a review of the main points in the filmstrip.

instant replay



"I'm facing a decision about my job future." "Let's see if these cards can help us look at your situation."

"This card means I need to understand the situation in order to make decisions for my future."

ALTERNATIVES

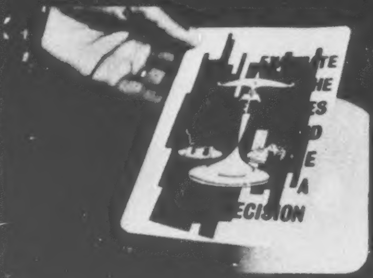
"Search for alternatives? Oh yes, like talking to people who might be able to give me information about jobs."

Horizons Unlimited

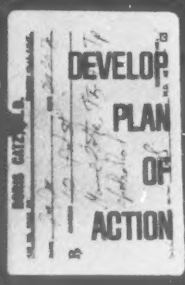
"I spoke to people who could help me. I also read everything I could find on occupations in the medical field."

Hospital:
Hoag Memorial
Patient:
Amy Carlson
IDENTIFY
THE
CRITERIA

"What are the important criteria to consider in my future? Well, they include the challenges and personal satisfaction of a job, the money I want to make, and where I want to live."



"I'm just about ready to make a decision for my future. I'm pretty sure at this point that I want to be a doctor."


DEVELOP
PLAN
OF
ACTION

"I need to plan for my education, get recommendations for school, send transcripts."

2. Have the students discuss and clarify major concepts from the filmstrip. The following comments contain content cues as well as suggestions for the discussion.
   a. You need to understand a situation before you can find an answer to it. This is an important step in the decision-making strategy. Never go beyond the first step until you have clarified the situation.
   b. Discussion should center on the type of person Carol is. She does not believe in putting on an act to attract her boyfriend. She wants to be liked for herself, not because she is pretty or has a good figure.
   c. Sally has systematically worked her way through the initial steps, but she has not completed the process. Have the group discuss just what Sally did in each step.
   d. Sally could consider fields other than medicine; she could also consider other occupations in the medical field.
   e. George's reasons are probably very similar to the ones you will hear from students who do not want to use the strategy. "It's too much trouble." "It can't be used in all cases." "There's not enough time," etc. This is a good time to let students react to such statements.
   f. If time permits, each student should be given a chance to respond to the question.

If there is time left in the session, have the students practice using the decision-making strategy with either hypothetical or real situations. It is essential that students learn to apply the strategy, because they will be using it again in later units.

2. Discuss the filmstrip, using the following questions as a guide.

a. In the filmstrip, did George clearly understand the situation at the gate? Why, or why not? Why should you clarify a situation before you take action?

b. Why is it important for Carol, the girl on the ferris wheel, to be herself rather than what someone else wants her to be? What decision would you have made?

c. How well did Sally, the girl planning to be a doctor, follow the steps of the decision-making strategy? Just what did Sally do in each step? Did she complete the process?

d. What are some other alternatives or choices Sally could consider?

e. Why do some people like George refuse to have anything to do with the decision-making strategy?

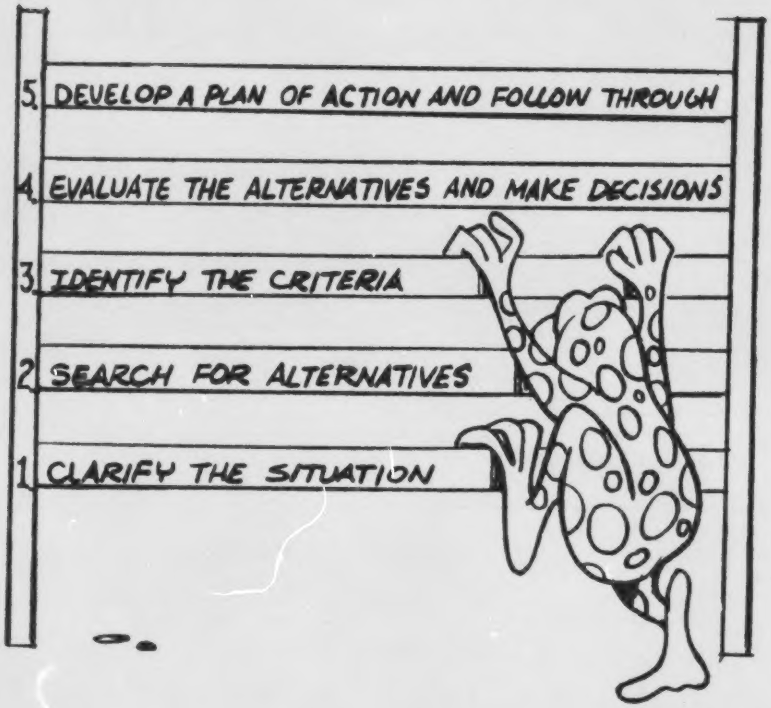
f. Do you feel you can or want to use the decision-making strategy in making your decisions?

activity D

Applying the Strategy

Activity D (30 minutes)

In this activity, you can develop your decision-making skills by using a five-step process. You will need your Activity Booklet.


5 DEVELOP A PLAN OF ACTION AND FOLLOW THROUGH
4 EVALUATE THE ALTERNATIVES AND MAKE DECISIONS
3 IDENTIFY THE CRITERIA
2 SEARCH FOR ALTERNATIVES
1 CLARIFY THE SITUATION

1. Ask the students to read the description of the five-step strategy.

1. Read the following description of the **five-step** strategy.

STEP ONE: Clarify the situation.

The purpose of this step is to make sure **you understand the situation.** You can do this by **defining your goals and values** as they relate to the situation. State **as well as you can** the **outcome you want.** This may be the problem **you want solved.** It may be a change you desire. What **solution would** be ideal? How much time do you have to decide?

STEP TWO: Search for Alternatives

Look for **ways** to **achieve** the **outcome** you want. What did you **do** in **similar situations** in the past? **What** have **other people** done when they have had a problem like this? What can you **read** that might help you **discover solutions**? Find as many alternatives as you can. The **more alternatives** you have, the **more likely** you are to find an **acceptable** solution.

STEP THREE: Identify the Criteria

List the **standards** an alternative **should meet** to **satisfy you.** To do this, refer to the outcomes or ideal solutions you stated in Step One. List the standards that **must** be met for the solution to be acceptable. Then list the standards **you would like** to be met. The following questions may help you identify criteria.

- What **goals** must the solution meet?
- What **values** are involved?
- Is there **enough time** to resolve the situation?
- How much **money** or other **resources** do I have to work with?
- **Who** could **help** me?
- What parts of my life do I **not want** changed by this decision?

STEP FOUR:

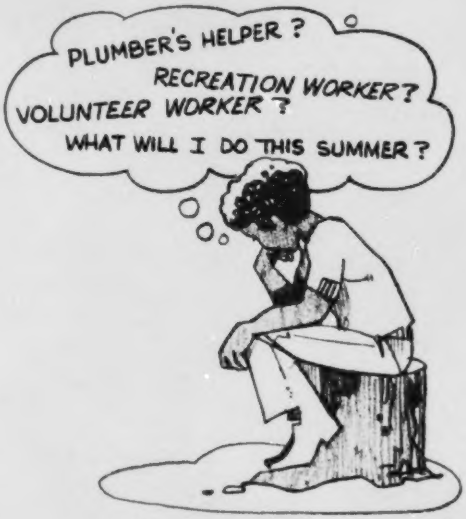
Evaluate the Alternatives and Make Decision

Judge each of the alternatives from Step Two by **checking it against your criteria** (Step Three). Rate the **desirability, probability,** and **risk** of each alternative as high, medium, or low. The **desirability** is **how much you want** this outcome. The **probability** is the **likelihood** the alternative would bring the outcome you desire. The **risk** is the **possible loss** to you, if you choose the alternative. If you are not happy with any of the alternatives, try to find **new ones** or **revise** the **old ones.** You may also need to **change** your **criteria.** Then select the best alternative. Review it closely to make sure your **choice meets your goal.**

STEP FIVE:

Develop a Plan of Action and Follow Through

Make a **plan** to **carry out** your decision. As you plan and take action, you may get new information. As this occurs, review your plan to make sure you are moving toward your goal. If not, you may need to **change** your plan or **develop a new one.**


PLUMBER'S HELPER ?
RECREATION WORKER?
VOLUNTEER WORKER ?
WHAT WILL I DO THIS SUMMER ?

The following example describes how one high school student used the decision-making strategy to work through a decision situation.

Step No. 1

Bob is about to finish his junior year of high school and wants a **job for the summer.** Any money he makes is his to do with as he pleases.

Step No. 2

Bob needs to find out about possible jobs. First, he thinks he might like to join several friends who plan to work part-time for the **recreation department.** Next, he considers the job he had the previous summer. He worked for his father as a **plumber's helper.** And he remembers that Ms. Jackson, a teacher, is looking for **volunteers** to build several playgrounds in areas where they are needed. This would be a full-time summer job. Bob is not completely happy with the three alternatives so he decides to move on to Step 3.

Step No. 3

Bob needs to determine the **important factors** in this situation so that he can evaluate the alternatives. He needs to decide what **standards** an alternative must meet to be acceptable. The factors will influence his decision. An important factor is that he would like to make enough money to **buy a car** by the end of the summer. Another is that he would like to get **work experience** that will help him decide on an occupation. A third factor is that he prefers a job where he can be more or less on his **own.**

Step No. 4

Bob begins Step 4 by examining each alternative — each job — carefully. This method helps him get rid of the alternatives he does not want. It also prevents him from overlooking the alternatives he does want. He starts with the first job, "recreation worker." He quickly decides that this job does not meet the standards or criteria he has established. He cannot make a lot of money on this job and he does not have a special interest in recreation. Next, he considers the job "plumber's helper." He remembers that it paid well. But he has already worked on this job and is not interested in becoming a plumber. The third job is "volunteer worker." This alternative would provide useful work experience but no pay.

Bob is not happy with the jobs he has examined. He decides to call his uncle to check if he knows of any other possible jobs. Bob learns that his uncle has been looking for a van driver's helper for the summer. His uncle is having a hard time finding the right person. He is looking for someone older than Bob. However, Bob can have the job if it is all right with his parents. Bob talks to his parents and they give him their permission. This alternative does not pay quite as much as the plumbing job, but the work experience will be valuable. The experience will help him clarify his interest in driving trucks. Bob looks over his list of alternatives and compares them in light of the factors that are important to him. He decides that the best alternative is to work for his uncle as a van driver's helper.

Step No. 5

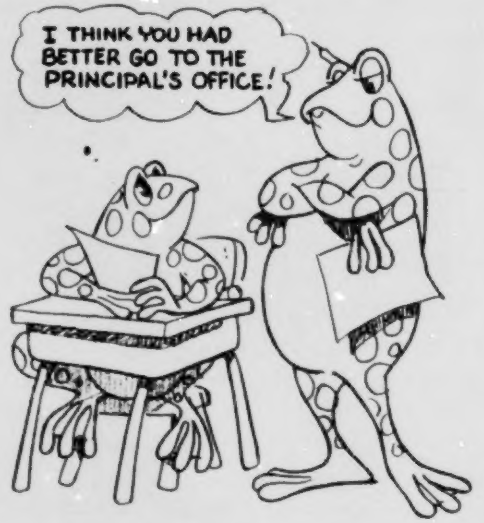
Even though Bob has made his decision, he has not completed the decision-making strategy. For the decision to be **effective,** he must **develop a plan of action.** First, he calls his uncle and tells him that he would like to have the job. Then, he needs to set up his work schedule, transportation to and from the transfer company, and so on. He will also continue looking for other alternatives in case he does not get this job.

2. Ask the students to read both situations and select one. Students will need their Activity Booklets to complete this activity.

In using the strategy, you may find that you can follow the steps in order. At times, you may have to consider **more than one step** at a time. Or you may need to **go back and change an earlier step.** In the example given, Bob was not satisfied with his alternatives (Step Two), so he went to Step Three. He thought that reviewing his criteria might help him find better alternatives (Step Two).

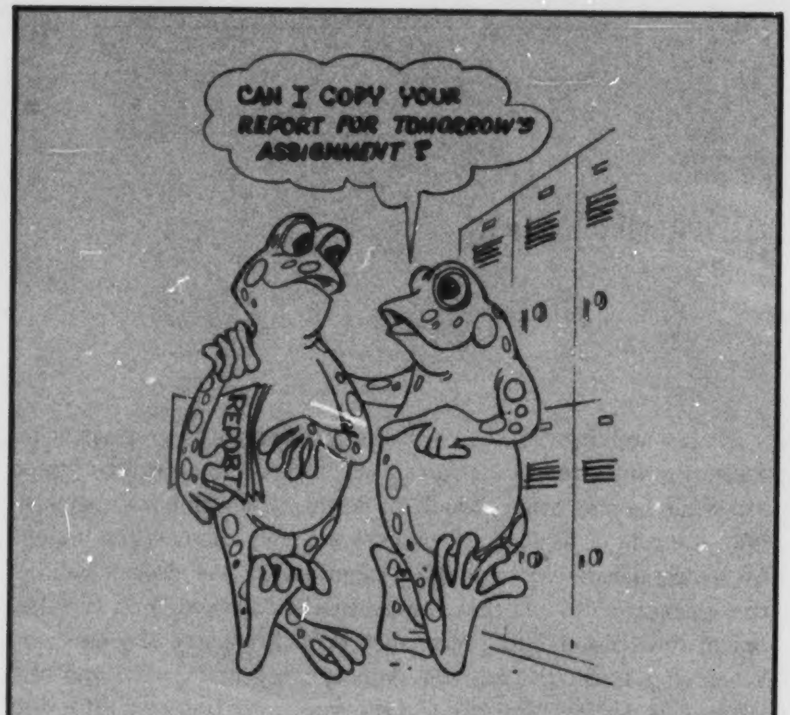
In situations such as Bob's, it may be useful to **move freely** from step to step. In this way, you can get the information for each step while thinking about the whole decision situation.

2. Read the following decision situations. You will apply the strategy to the situation you select.


I THINK YOU HAD BETTER GO TO THE PRINCIPAL'S OFFICE!

SITUATION A

You feel you have been trying to be a good student in class. However, your teacher always seems to find fault with what you do. Most of your classmates feel that your teacher is very unfair to you. One day, during class, you and the teacher have an argument. In anger, you call the teacher a name. As a result, you are sent to the office. The principal tells you that if you apologize to the teacher, you can return to class. The course is required for graduation, but you could take it next year with a new teacher.


CAN I COPY YOUR REPORT FOR TOMORROW'S ASSIGNMENT ?
REPORT

SITUATION B

The teacher gives your class a difficult assignment. You work hard on this project. You even work on a Sunday afternoon and evening to complete it. You are very pleased with your project. You feel it is perhaps the best one you have done. One of your friends has not completed the assignment and wants to copy your paper. There is a slight chance the teacher will see that the papers are the same.

3. Using the form "Applying the Strategy" on page 7 in your Activity Booklet, work through the steps of the decision-making process. Be sure to use letters to represent **alternatives,** and **Roman numerals** to represent criteria.

4. Discuss your use of the process with other members of the class. Think about how the five steps were used rather than the outcome.

3. Remind the students to use each step of the strategy and to record their answers in the Activity Booklet.
4. Ask some of the students to report their responses to the class. Make sure that each step has been included in the proper order or sequence.

   Ask the other students to describe how their strategy's application differs from the ones presented. Avoid trying to resolve the moral issues. Instead, treat them as criteria to be applied to the situation. Concentrate on applying the strategy.

activity E

Activity E (25-30 minutes per round)

Focusing on Decision-Making

Students will work in small groups to apply the strategy to a hypothetical situation. This activity is done in rounds, with students assuming different roles for each round. Ideally, each student should have the opportunity to be the "decider," but the number of rounds you play will be determined by your own time constraints.

1. Divide the students into groups of four or five. Ask the students to read each role description carefully. You may want to review the role descriptions and, if possible, provide a short demonstration to help them get started.

   You will need to assign roles for the first round. In later rounds, students should have an opportunity to be either the **decision-maker** or the **moderator.**

In this activity, you can use the decision-making strategy in a **small group situation.** You can learn to use the strategy yourself while helping others use it. To do this, one group member will take the role of **decider.** The **others** will **help** the **decision-maker** by **asking questions** and **making suggestions.** One student will be the **moderator,** to see that the process is followed. You can use one of the decision situations listed, or make up one of your own. When you finish the activity, you can repeat it, with another student as decider. You can use the same situation or a different one. Your teacher will assign you to a group and tell you which role to assume.

1. Read the role descriptions.

DECISION-MAKER

The **decision-maker** selects a **decision situation** from the list following the descriptions. The decision-maker's **duty** is to make sure **other members understand the decision situation** clearly. Throughout the activity, this person **listens** to **questions** from the **helpers.** The decision-maker **answers** the questions on the basis of personal values and private judgements. If the decision-maker **feels pressured** by the suggestions, he or she warns other members **not to try to force** their opinions.

MODERATOR

The moderator is in control of the group. The moderator encourages the helpers to ask questions about each step of the strategy in sequence. Another duty is to prevent the helpers from trying to make the decision for the decision-maker. Sometimes, the moderator may need to provide more information about the situation. If the need arises, the moderator can make up the information. The moderator's duty is also to record information used for each of the steps the decision-maker uses.

HELPERS

The **helpers'** role is to **assist the decision-maker** in making the **best possible decision.** Helpers **ask questions** that help the decision-maker focus on **each step** of the decision-making strategy. They should limit their questions to the following five steps.

(1) **Clarify the Situation.** Helpers ask questions to **gain information.** This information gives them an understanding of the decision-maker's situation. They should help the decision-maker be **aware of his or her values and goals,** now and throughout the process.

(2) **Search for Alternatives.** Helpers ask **what possible alternatives** the decision-maker has considered. They may **suggest** other alternatives to the decision-maker.

(3) **Identify the Criteria.** Helpers ask questions which require the decision-maker to state the **factors** that seem **most important.** They may suggest **other important factors** for the decision-maker to consider.

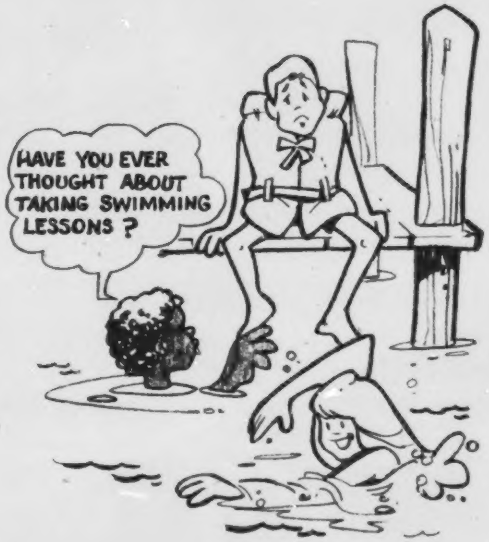
(4) **Evaluate and Decide.** Helpers ask questions which require the decision-maker to **judge** each of the alternatives in **light of the factors (criteria)** that have been found. The decision-maker **chooses an alternative.**

(Continued on next page)

(5) **Develop a Plan and Follow Through.** Helpers ask what **plans** the decision-maker has for **carrying out the decision.** They make sure the decision-maker can **follow it through.**

2. The students selected as decision-makers should select one of the situations.

2. The decision-maker in each group should select **one** of the following decision situations.


HAVE YOU EVER THOUGHT ABOUT TAKING SWIMMING LESSONS ?

Sometimes, others can help you find new solutions to consider.

DECISION SITUATION NO. 1
You must "sign up" for the courses you will take next year. You have **two days left to decide.**

DECISION SITUATION NO. 2
You have been planning to go to college after high school graduation. A teacher you respect has asked you what your career objectives are and how they relate to your college plans.

DECISION SITUATION NO. 3

You are a sophomore in high school. The vocational education courses offered at your school during the junior and senior years interest you. You are also interested in taking the courses required for college entry.

DECISION SITUATION NO. 4

Your parents have gone out of town for the weekend, leaving you home alone. You are to see your next door neighbors if you need any help. Shortly after your parents leave, friends call. They suggest that the gang come over to your house for a party.

DECISION SITUATION NO. 5

You are working part-time at a local department store. Last week, a student in your class came into your department and slipped out with several items **without paying.** You saw the student do this, but **you did not want to report the incident.** Today, this same student returns with a friend. You are **afraid they plan to do more shoplifting.**

DECISION SITUATION NO. 6

You walk into the school rest room during third period and find two of your good friends smoking cigarettes. They invite you to join them, even though it is against school rules.

DECISION SITUATION NO. 7

You and a very close friend have been spending most of your free time together. You really **enjoy this person's company.** Your parents think this person is a **bad influence** on you. They have asked you to **end the friendship.**

3. You may want to circulate among the groups as they proceed. The decision-makers should be encouraged to use their values in clarifying and solving the situation.
4. You may need to remind the moderator to record each step as the group completes it.
5. An important concept to bring out in the discussion is the difference in the decisions reached by various decision-makers. Individuals have different priorities which will and should greatly affect the decisions they reach.
6. Encourage students to select a personal situation and apply the strategy. Ask the students if applying the strategy results in a clearer definition of the problem and in more alternatives for taking action.

unit summary

In this unit, students should have demonstrated competency in applying the five-step decision-making strategy to given situations. They should understand that decision-making is a recurring process.

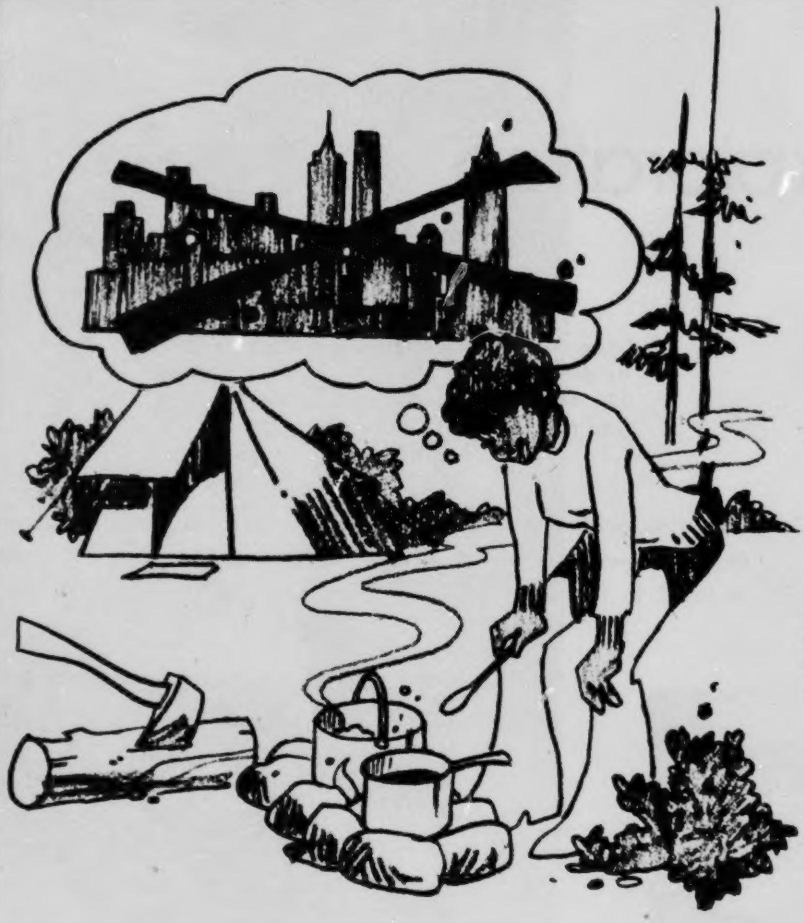
DECISION SITUATION NO. 8

Several of your friends are going to register for a particular course. The course meets only during the second period of the day. You would like to be with them, but you do not need the course for graduation. Another course you would like to take also meets only during second period.

3. The helpers should begin asking questions to help the decision-maker focus on each step of the strategy.
4. The moderator should record each step on a separate sheet of paper.
5. Discuss the results of your group session with the rest of the class. Remember, there are **no "right" solutions** to any of the situations. People have **different values and goals.**
6. Apply the strategy to a decision situation you are facing.

unit summary

There are many different kinds of decision-makers and decision situations. This unit introduced a decision-making strategy. Using such a strategy can help you make decisions which are likely to be satisfying. The use of the strategy can help you clearly understand the decision situations you face and find alternatives. It can also help you establish criteria with which you can judge them. Above all, it can help you evaluate your decision again as you plan and implement it.



As you change, your decisions may also change.

major competencies

As a result of the activities in Unit III, students should be able to do the following:

1. Recognize the subjective nature of self-information (Activity A).
2. Describe sources of self-information (Activities B, C, D).
3. Describe self-information gained through the perceptions others have of them (Activity B).
4. Describe how they feel about themselves (Activities C, D).
5. Identify values which will affect their career decisions (Activities E, F, G, H).
6. Describe the kinds of people they are and would like to be (Activities J, K).
7. Identify ways they have changed (Activity K).

Unit III Readability

Unit III has been tested for readability with the following results:

	Grade Level
Flesch	7.3
Farr-Jenkins-Patterson	7.7
Danielson-Bryan	5.7

equipment and materials

The following equipment and materials are needed for the activities in Unit III.

Teachers will need:
Filmstrip projector/screen
(Activities A, F)
Cassette tape player
(Activities A, F)
FS/CASS "Sequences in Self-Exploration"
(Activity A)
FS/CASS "Self-Exploration:
Who Will I Be?"
(Activity F)

Students will need:
Student text
(for all activities)
* Activity Booklet
(Activities B, C, D, H)

UNIT III

Self-Exploration

unit introduction

> *"And there were three men went down the road*
> *As down the road went he:*
> *The man they saw, the man he was*
> *And the man he wanted to be."*
>
> — John Masefield

In this quotation, the poet suggests that the "self" you see **depends upon your point of view.** In this unit, you can look at yourself in three ways:

A. As you see yourself now.

B. As others see you.

C. As you would like to be.

Self-exploration means **getting information about yourself.** The more you know about yourself, the more likely you are to make **satisfying** career decisions.

Self-information can come from **others.** It can also come from **yourself.** This information can be either direct or indirect. You can obtain it **directly** from yourself and others about you. You can also **infer** this information from your own reactions and those of others.

overview

WHAT	HOW
The **concepts** in this unit are:	The **activities** in this unit are:
1. The nature of self-information.	● responding to a filmstrip.
2. Your "self" from the outside.	● asking others how they see you.
3. Your "self" from the inside.	● describing yourself. ● completing a trust chart.
4. The combination of your life and work values.	● polling values. ● responding to a filmstrip. ● reacting to others' opinions. ● finding your own work values. ● creating business cards.
5. Your future.	● exploring the changes you may undergo. ● describing the self you would like to be.

WHY

The **goal** of this unit is to help you get a better understanding of yourself in relation to your career.

key terms

Self-exploration – a process of **finding out about yourself.** This information may come from yourself or from others. It is the lifelong process of understanding yourself.

Value – what is important to you. There are **life values** and **work values.** Life values represent what is important to you in life. Work values represent what is important to you in work. It is important that you learn to **relate** your **life values** to your **work values.** This will enable you to meet your life values through your work.

Want ads from local paper
(Activity H)
Scissors, paste, tape
(Activity I)
3" x 5" index cards, felt tip pen
(Activity I)

* Please caution students **not** to tear out pages **except** where told to do so.

planning and preparation

1. The projected time allotments for the presentation of unit concepts are as follows:

Concept	Activities	Time
1	A	1 period
2	B	½ period
3	C, D	1 period
4	E, F, G, H, I	3 periods
5	J, K	2 periods

TOTAL TIME: 7½ class periods.

2. Activity B should be planned over two class sessions.
3. Activity J is an optional activity. If you should decide not to present this activity, the total time of the unit presentation would be reduced to 6½ periods.
4. The unit summary is presented as a class discussion. Allow some time for the discussion.

unit introduction

Ask students to read and discuss the unit introduction.

overview

Ask students to examine the overview. Explain that it shows **what** they will be doing in Unit III, **how** they will do it, and **why.**

key terms

It is important that the students understand these terms. Although they will be covered in the unit concepts, you may wish to spend a few minutes discussing them at this point.

look ahead

In order to complete Activities B and H later on in this unit, students will need to make the following preparations.

1. For activity B, students will need to have two persons who know them quite well fill out a form. The people selected should know the students in different settings such as home, work, or school.
2. For Activity H, students will need to bring the "Help Wanted" section of a local paper to class.

look ahead

1. For Activity B, you need to have two persons who know you quite well fill out the "Others Looking at Me" forms. Start thinking of the **two people you want for this activity.** Select one person from outside the school. This person can be one of your parents, a brother, a sister, a relative, or a neighbor. Select the other person from school. The person can be a close friend or classmate.

2. For Activity H, you will need to bring the **"Help Wanted"** section of a local paper to class.

Concept 1

The Nature of Self-information

1. Self-information is usually subjective in nature. It can be interpreted in many ways depending on the situation or on how much information you have. You may interpret the **same** information in a different way from others. Also, **new** information may cause you and others to revise your opinion.

You can learn about yourself from your reactions to other people's thoughts and feelings.

Concept 1

Self-information is often subjective in nature. It can be interpreted in very different ways. You may need to guide the students in establishing an open and accepting attitude, both towards themselves and towards others.

Activity A (50 minutes)

Make sure the students read and understand the introduction in this activity. Explain the purpose of showing the filmstrip twice. The **first half of the tape is music without narration** so that students' imagination allows them to interpret what is going on. In the **second half of this tape,** the students will hear the **narration** so they can compare what they interpreted to what they hear. **There are no right or wrong answers.**

1. The first time you show the filmstrip "Sequences in Self-Exploration," play it with the first half of the cassette. Stop the filmstrip after each sequence. Allow the students enough time to record their interpretations on a separate piece of paper. Do not rewind the cassette.
2. Rewind the filmstrip so that you may show it again, without interruption. Then start the tape recorder to play the second half of the cassette so students can hear the narration and compare their interpretations to what they hear.
3. The group discussion should bring about a wide range of reactions and interpretations of the filmstrip. There will be many, and all are acceptable. No judgments should be made about the worth of differing responses. The stress should be on the wealth of information which can be obtained by observing others and listening to their responses.

activity A

Observing and Listening

In this activity, you will observe and listen. Your own reactions, feelings, values, and attitudes may help you learn about yourself. The filmstrip "Sequences in Self-Exploration" has four parts or sequences. Each presents a unique situation. You will see the filmstrip twice.

The first time, you will hear only music so you can try to understand the meaning of the pictures without being influenced by the words. As you watch, try to **decide what is happening and how people feel** in each of the four situations.

The second time, you will watch the filmstrip and hear people talk about their thoughts. This version will give you more information about how the people think and feel. **There are no right or wrong answers.**

1. Watch the filmstrip. Please have a piece of paper and pencil ready. After you have seen the first sequence, write down your reactions to what happened. What did you think? How did you feel? What attitudes and values did the situation bring to mind? Repeat this process for each of the four sequences.

2. Watch the filmstrip a second time **with the dialogue sound track.** Listen to what is said and how it is said.

3. Discuss the meaning of each sequence as suggested by the second sound track. How does it differ from your version and those of other students? Remember, there are no right or wrong answers. Use the following questions as a discussion guide.

a. How did the voices alter your reaction to the following parts?
- The opening of the filmstrip — the universe, stars.
- Part one — **the storm sequence.**
- Part two — **the dream sequence.**
- Part three — **the woods sequence.**
- Part four — **the clock sequence.**

b. Did most of your class have the same reactions to the sequences? Why, or why not?

c. Is there a right version?

d. What do the reactions of others tell you about how they interpret their experience?

e. What does this experience tell you about yourself and how you interpret information? How much did your own thoughts and feelings influence the way you interpreted the information?

f. Why is self-information usually **subjective** in nature?

Concept 2

Concept 2

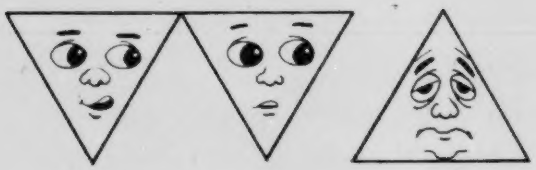
The purpose of this concept is to help students become more sensitive to how others feel about them and to gain insight about themselves through others.

Activity B (25-35 minutes)

1. Allow students 10-15 minutes to complete the form "How I Think Others View Me" in the Activity Booklet.

Your "Self" from the Outside

You can learn about yourself from **others.** Look at the thoughts and feelings they express. Their actions toward you may provide you with information about yourself.



"Tri has really gone down hill!"

activity B

Others Looking at You

In this activity, you can use other people's views of you as a direct source of information about yourself.

1. Complete the form "How I Think Others View Me" in your Activity Booklet, page 8. Your answers should **show how you think others view you,** not how you view yourself.

2. Tear the two forms "Others Looking At Me" out of your Activity Booklet, pages 9 and 10. Between now and the next class session, ask two persons who know you well to complete the forms for you. These two persons can be friends, teachers, relatives, neighbors, etc. Compare the responses of the two other persons with your own. Identify any differences along with new information about yourself. Bring the completed forms to the next class session.

3. Discuss the completed forms, using the following questions as a guide.

   a. Did the persons describe you as you thought they would?

   b. Did they portray a **worse** or **better** picture than you expected?

   c. Did both persons describe you the **same way**?

   d. Were you surprised by the descriptions? Why, or why not?

   e. If the way you see yourself differs from others, which view do you think is more to the point? Why?

   f. Why do you think others' views of you may be different from the way you see yourself? Should these views agree?

   g. What did you learn about yourself? What ideas do you want to consider further?

4. Identify other ways in which people express their thoughts and feelings toward you. Evaluate the information about yourself provided thus by others.

   a. To what degree is the information you received about yourself the **same** from **different** people?

   b. Has the information ever been the **same** from **one** person over a **period of time**?

2. Direct students to ask two persons who know them well to complete the "Others Looking at Me" forms. Ideally, these forms should be filled out by persons who know the students in different settings, such as home, work, or school. If some students cannot bring the completed forms before the next class, allow a few minutes at the beginning of the next class session to have other students complete the forms for them.
3. The discussion should take 15-20 minutes. You may need to discuss the subjective nature of such information. Students should clearly understand that these ratings do not describe them as they are, but rather as certain individuals see them. The items in the rating form are organized into two areas. The first area covers personal factors and information: personal adjustment (1-4), responsibility and effort (5-8), initiative (9-12), and integrity (13-16). The second area covers social factors, and relations with others: social adjustment (17-20), sensitivity to others (21-24), group relations (25-28), and adaptability to rule (29-32).[1] You may use this framework to go into greater depth with this activity if time permits.
4. Help students evaluate the reliability and validity of self-information when other people are the sources of such information. Stress the subjective nature of such information.
5. Self-information received from others must be related to and compared with our feelings about ourselves. Use this question to introduce the next concept.

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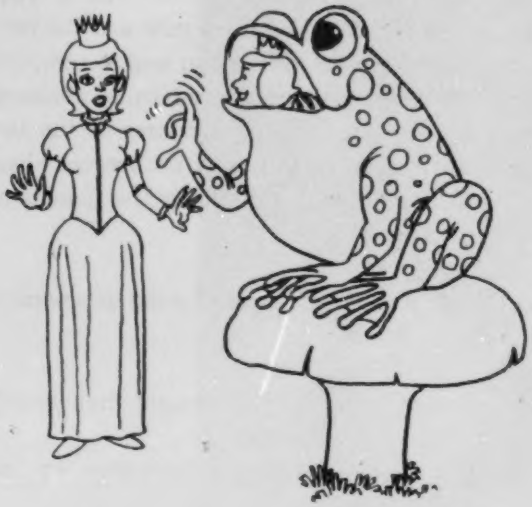
[1] These factors have been adapted from *Personal and Social Development Program,* by John C. Flanagan (Chicago: Science Research Associates, Inc., 1956).



Other people don't always see the real you.

c. Does the information always correspond to other information you have? If not, why?

d. How do you express your feelings toward other people? Can the ways in which you express them influence the manner in which others view you? Explain your answer.

e. How can you become more sensitive to others' thoughts and feelings?

5. How can you use the information you learned from others' thoughts and feelings about you? What else do you need to know?

Concept 3

Your "Self" from the Inside

You are the primary source of information about yourself. Your thoughts and feelings help to define you. While others respond to what you say or do — your behavior — only **you** know your own thoughts and feelings. You may think and feel one way and yet act in another. Furthermore, your thoughts and feelings may change as you learn more about yourself and discover what is important to you.

Only you know your inner thoughts and feelings.

Concept 3

The purpose of these activities is to encourage students to examine their own thoughts and feelings as sources of self-information. Ask students to read and discuss the paragraph under Concept 3.

activity C

Activity C (20-25 minutes)

1. Allow students 5-10 minutes to complete the sentences.
2. Review the instructions for this step with the students.
3. The discussion questions are general enough so that no student should feel threatened by them. There are no right or wrong answers.

Looking at My "Self"

In this activity, you can express some of your thoughts and feelings and rate them yourself as strengths or weaknesses.

1. Complete the sentences of the "Looking at Myself" form in your Activity Booklet, page 11. **There are no right or wrong answers.** Put down the **first** response that comes into your mind. Work as quickly as you can. Avoid spending too much time on any one sentence.
2. Follow the directions on the form to complete the right-hand column opposite each response.
3. Discuss the completed form, using the following questions as a guide.
   - a. Did any of your answers surprise you?
   - b. Did the activity show you anything about yourself that you didn't know?
   - c. If you had more time to think about your answers, would you change your mind? How would you change your responses?
   - d. What were some of the responses you liked?
   - e. Select one response and think about it in more detail. Does this lead to other ideas? How do these ideas relate to each other?
   - f. What are other ways in which you can learn about yourself?

activity D

Talking about My "Self"

One way to identify how you feel about yourself and what is important to you is to express your real feelings. Telling someone else sometimes helps to **clarify** how you feel about yourself. Think of examples of talks with others who were willing to listen to how you felt. Who were these people? What kinds of feelings were you able to discuss? This activity can help you find out how willing you are to express your feelings and to whom.

1. Turn to the Trust Chart in your Activity Booklet, page 12. This chart will help you pinpoint the feelings you are willing to express. It will also help you discover to whom you are more or less willing to express them.

2. To complete the chart, use a scale of one (1) to ten (10). The **more** you are willing to express a feeling, the **higher** the number. The **less** you are willing to express a feeling, the **lower** the number. Use the blank spaces in the chart to add other feelings and people. Try to be honest with yourself. **Express what you really feel.** Use the following Sample Trust Chart as a guide.

Activity D

This activity presents one's ability to talk to others about one's own feelings as a way of clarifying and learning to articulate one's concept of self.

1. The completion of the Trust Chart will help students identify what feelings they are willing to express, to whom, and to what extent.

2. Help students add their own types of feelings and people in the blanks provided. Stress complete honesty. Students should express how they really feel, not how they think they ought to feel.

3. Help students calculate the averages.

4. Students' emotions should not interfere in the discussion. Maintain an atmosphere of respect and trust. Ask students to refer to kinds of persons. No proper names should be mentioned.

5. There are risks as well as benefits to self-disclosure. Students should understand why trust and confidence are important.

Sample Trust Chart

SAMPLE

FEELINGS / PEOPLE	PARENTS	BROTHERS, SISTERS	BEST FRIEND	STEADY DATE	TEACHER	SCHOOL COUNSELOR	DOCTOR	BOSS	CLASSMATES	NEIGHBORS			AVERAGES (FEELINGS)
SUCCESS	8	8	9	9	8	8	8	8	7	6			7.9
COURAGE	7	8	8	8	6	6	8	6	7	6			7.0
FEAR	6	4	5	4	3	4	[illegible]	1	2	1			3.4
AFFECTION	9	8	7	9	[illegible]	5	3	3	3	3			5.5
FAILURE	6	5	6	7	5	4	4	1	1	2			4.1
RESPECT	9	7	7	8	8	8	8	7	5	5			7.2
AVERAGE (PEOPLE)	7.5	6.6	7	7.5	5.8	5.8	5.8	4.3	4.1	3.8			

3. After you have completed the chart, find the **average for** each feeling and each person in the chart. Write the average number in the average column. See the example in the sample chart.

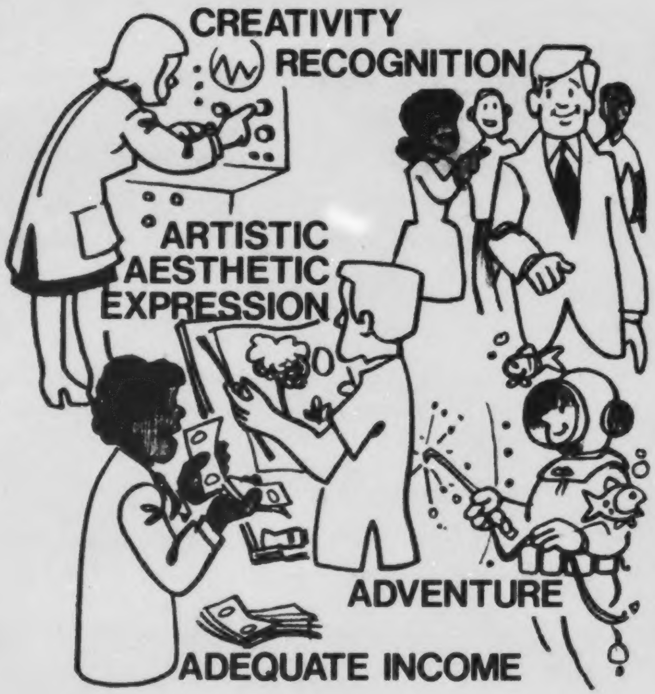
4. Discuss and share what you have found with the class. Use the following questions as a guide. Remember, there are **no right or wrong answers.**
   - What are the two **highest** averages telling you?
   - What are the two **lowest** averages telling you?
   - Are you surprised at your answers? Why, or why not?
   - Are your answers **different** from others? Why, or why not?
   - What feelings do most of the students **like** to express? Why?
   - What feelings do most of the students **dislike** to express? Why?
   - What kind of person do most of the students **trust**? Why?
   - What kind of person do most of the students **distrust**? Why?

5. What does it mean to trust someone? What are the risks? What are the benefits?

Concept 4

The Combination of your Life and Work Values

A big part of your life will probably be taken up with work. What is **important** to you about **life and work** and what you **want** from **life and work** are your **values.** It is important that your life values and work values **merge.** These values will play an important part in your career exploration and decision-making.


CREATIVITY
RECOGNITION
ARTISTIC AESTHETIC EXPRESSION
ADVENTURE
ADEQUATE INCOME

What values would be important to you?

Concept 4

The activities for this concept should help students clarify their life and work values and integrate them into their own value systems to be used in career exploration.

activity E

Activity E (50 minutes)

Polling Values

1. Read the questions aloud, as students read them to themselves. You may wish to keep a tally of the responses.

Another way to look at yourself is to examine your **values** — what you think is important.

1. Read the following questions. Show your answers in the following manner.
   - **Agree** — raise your hand.
   - **Disagree** — give "thumbs down" signal.
   - **Don't Know/Don't Want to Say** — fold your arms.

a. Do you think children should **have to work** for their allowance?

b. Do you think students are **losing respect** for their teachers?

c. Do you think **"familiarity breeds contempt?"**

d. Do you think **money should be spent** on aerospace projects?

e. Do you think men should **stay home** and mainly be husbands and fathers?

f. Do you think women should **stay home** and mainly be wives and mothers?

g. Do you think most students **feel free to talk** about anything with their parents?

h. Do you think people should **limit the size of their families** to two children?

i. Do you think there are times when **cheating is all right**?

j. Do you think **most people cheat** in something?

k. Do you think **most adults understand young people** today?

l. Do you think school ought to be **optional**?

m. Do you think you will be **happy to retire** when the time comes?

n. Do you think there should be a **law** assuring a minimum income?

o. Do you think capital punishment should be **illegal**?

p. Do you think people should **retire** at age 40? 50? 60? 70? 80?

q. Do you think things that are **legal can be wrong**?

r. Do you think things that are **illegal can be right**?

s. Do you think we ought to **lower the voting age**?

t. Do you think students ought to **attend school** until age 16 by law?

u. Do you think **sex education should be taught** in the school?

v. Do you think **today's** teenagers are more courageous, daring, wise, and involved than yesterday's teenagers?

w. Do you think **most schools today** are exciting places?

x. Do you think that most students have a **clear idea of their values** in life?

y. Do you think that schools **do not prepare students** well enough for life?

z. Do you think schools should do away with **letter grades**?

2. Read the questions a second time. This time have the students indicate by raising their hands whether they think the value question deals with a life value or a work value. Ask students to discuss their responses as they go along. If students want to discuss the issues raised by the questions, be careful that you do not run out of time.
3. Ask students to write their own value questions to be read aloud by you.

4. Students should be guided to an awareness that our pluralistic society contains many differing value systems. It is often difficult for students to express opinions which are not held by their peers, so it is important to encourage acceptance of different viewpoints.

5. There are different values. Help the students recognize the difference between life and work values. Do not go into depth at this point. Life values are what is important to you in life, while work values are what is important to you in work.

2. Read the questions again. This time, express whether you feel the value question deals with **life** values or **work** values. **Life values** represent what is important to you in life. **Work values** represent what is important to you in work. Discuss your responses as you go along.

3. Write a life value question and a work value question of your own on a piece of paper. Pass on these two questions to be read by the teacher and voted upon by the class.

4. Your feelings about expressing your opinions can also tell you something about yourself. Read and discuss the following questions.

   a. Were you **hesitant** to express your opinions? If so, why? If not, are there questions on which you would be unwilling to express yourself?

   b. How did you feel when most of the class **voted against** the way you voted? Why?

   c. How do you think others feel when you **disagree** with them?

   d. Do you ever express a viewpoint that is **not really** the way you feel? Why? Under what conditions? Do you think other people do this?

5. Are there different types of values? Is there a difference between life and work values? Can you identify life and work values that are important to you at **home,** at **school,** and at **work**?

activity F

Exploring Values

Activity F (20-25 minutes)

In this activity, you will see the filmstrip "Self-Exploration: Who Will I Be?" In this filmstrip, several students explore how their values relate to their future lives. As you watch, you may see how your own values will relate to your future.

1. You can use the following "Instant Replay" as a review of the main points in the filmstrip.

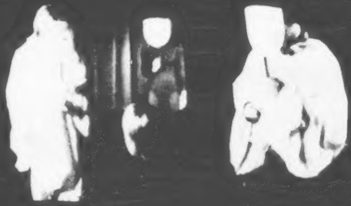
instant replay

YOUNG MAN: "I'm looking for some help — a way out of here."

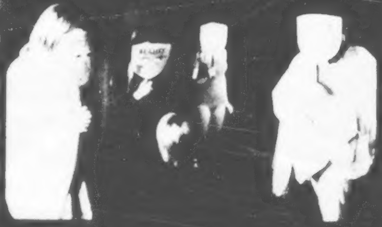
TRUTH: "Then you have found it. Follow me, for truth will lead you to the sun that always shines and where darkness can never enter."

1. Show the filmstrip "Self-Exploration: Who Will I Be?" The "Instant Replay" is provided so students may refer to the major ideas presented in the filmstrip. It also presents these ideas to students who were absent during the filmstrip presentation.

JUSTICE: "Truth is quite tricky. Trust justice with your heart and your soul. All wrong shall be righted. All persons shall live in equality."



BEAUTY: "Truth is too rigid. Justice is a dreamer. Learn to see beauty. Open your senses and know deep joy."



LOVE: "Beware of beauty. She exists only for herself. Only love can save you, love of yourself and others."

TRUTH
JUSTICE

YOUNG MAN: "You confuse me. Why must I pay attention to any of you?"

VOICE: "You must choose one or more of us — if you don't, you will never leave here."

GIRL: "Choices, choices, always choices — which door shall I take?"

DOCTOR: "Come this way and serve humanity."

PAINTER: "If you love making things of beauty and enriching the world, come this way."

GIRL: "How do I know which door to enter?"

MANAGER: "Each doorway leads to different work values: achievement, mental challenge, prestige, money, security . . ."

BOY: "Who are you?"

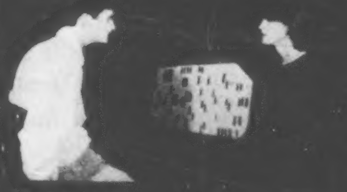
IMAGE: "I'm you."

BOY: "How can you be me?"

IMAGE: "We're both you."

IMAGE: "I will show you your future, while you let your daydreams take over."

STAR: "I make a movie every year for a million dollars. I live in a mansion. I am adored, admired, and loved."



TECHNICIAN: "You're a technician — you program a computer that creates economic systems, plans transportation, allocates resources, designs entire cities, and charts the universe."

2. Have students discuss major concepts from the filmstrip. The following comments contain content cues as well as suggestions for the discussion.

Responses to the discussion questions are likely to be very subjective. Again, it is important that students feel free to express their opinions. Ask students to be specific and give examples.

An example of possible value conflict would be a person who may stress honesty at home but may value money more than honesty at work. Living up to one's values may mean finding other work. Help students recognize value problems. A way of resolving such problems would be to combine values and develop a personal value system.

IMAGE: "Is it really possible or am I dreaming? I think I'll find my other self and see what he found."
TECHNOLOGIST: "He'll never return . . . he's lost somewhere, in his fantasy."

2. Discuss the filmstrip. Use the following questions as a guide.

   a. How do you "make up" for your daily life? What do you do to your physical appearance? Why do you do this? Is it to have your outside self reflect more closely your inside self? Is it to have your outside self represent what you would like to be? Is it to look as you think people want you to look?

   b. Do you "make up" in different ways for different situations? Are you less "you" at some times than at others?

   c. If you were to choose among the values of **love, beauty, truth,** or **justice,** which one would you choose as the **most important**?

   d. Imagine situations in which you had to choose between two of these life values. Would you always choose the **same** one? For example, would you always choose love over truth, or justice over beauty? Would your choice **vary** with the **situations**?

e. Instead of choosing between life values, can you **merge** the different values? Is it easier to fit them together than to separate them?

f. Will your work values such as esteem, security, or independence **affect** your happiness in a specific **work situation?** Do you think most work situations center on **one** work value?

g. Are there work situations in which it would be almost impossible to hold certain work values? Why, or why not?

h. Why are work values important? How do they relate to finding satisfaction at work?

i. How do work values relate to life values? Can life and work values be merged? How?

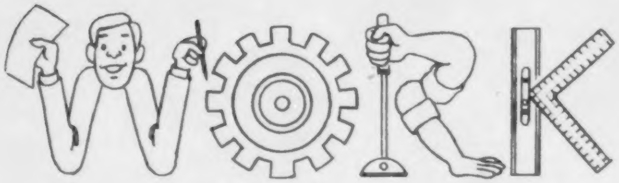
activity G

Activity G (20 minutes)

Exploring Quotations

People have a wide range of opinions about the **place of work** in their lives. The following quotations express some of these beliefs. These quotations may help you find how you feel about work.

What are your feelings about work?



1. You may wish to add other quotations to the list provided.

1. Read the quotations. The author's name, if known, follows the quotation.

   a. "A working man is a happy man."
   — Unknown

   b. "Work is love made visible."
   — Gibran

   c. "Work is a four-letter word."
   — Unknown

   d. "The reward of a thing well done is to have done it."
   — Emerson

e. "Every man has a vocation to be someone, but he must understand clearly that in order to fulfill this vocation, he can only be one person: himself."

— Merton

f. "Let your boat of life be light, packed with only what you need — a homely home and simple pleasures, one or two friends worth the name, someone to love and someone to love you, a cat, a dog, and a pipe or two, enough to wear, and a little more than enough to drink."

— Jerome

g. "Work is the crabgrass in the lawn of life."

— Snoopy

h. "Find a job that makes you happy, and don't stop looking until you find it."

— Clayton

i. "Work expands to fill the time available for its completion."

— Parkinson

j. "Without work all life goes rotten. But when work is soulless, life stifles and dies."

— Camus

k. Man's right to work is the right to be bored for most of his natural life."

— Neville

l. "The expenditure of physical and mental effort in work is as natural as play or rest."

— McGregor

m. "Organize your energies along your own line of natural interest and persistence, and you will do more, much more, so much better."

— Kaiser

2. Ask students to explain why they chose the quotations they did. In their answers, you should find a wide range of attitudes.
   Stress the legitimacy of individual differences.

3. Ask students to write their own quotations, illustrating their life and work values.

2. Select three of these quotations that have the most meaning for you. What are your thoughts and feelings about them? Write out your ideas, or discuss them in class. Describe what the quotation means to you, why you agree or disagree with it, and how you might reword it to make it better. **There are no right or wrong answers.** For example, one student chose Quotation b, "Work is love made visible," and explained his choice. "If you have a family, you would work to support them. So I guess you could say if you love someone, you would show it by working for that person."

3. Make up your own statements about work. Select the one that you like the best and share it with your class. What work value does your statement present? Why is it important to you?

activity H

Activity H (20-30 minutes)

Remind students to bring the "Help Wanted" section of a local paper to class for this activity.

The work values presented here are representative of those accepted in the field, such as Super's Work Values Inventory and others.

1. Introduce the Work Values Checklist, making it clear that there are no right or wrong reponses. Direct students to complete the Work Values Checklist in their Activity Booklet.

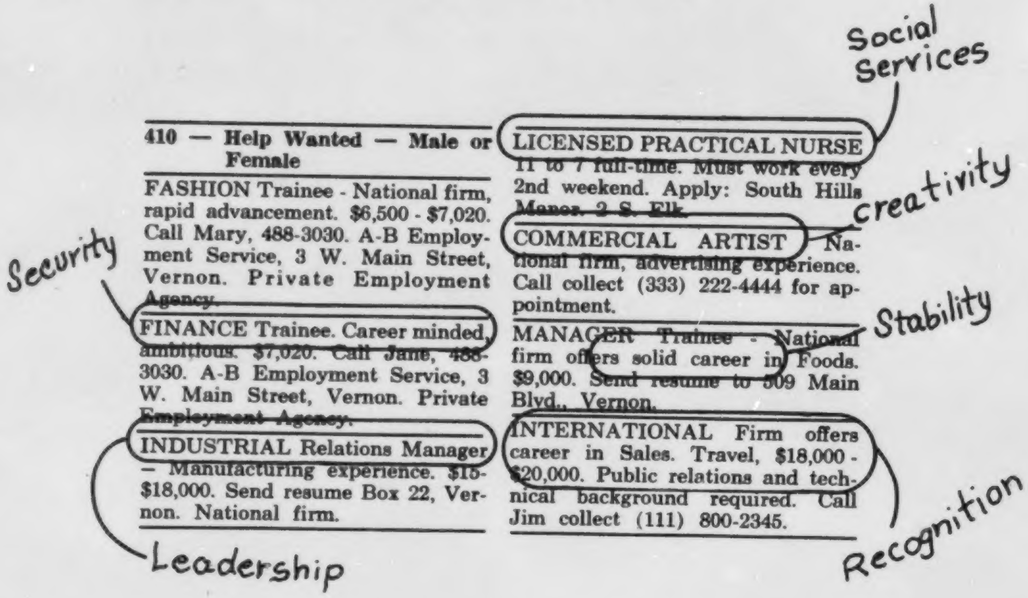
Finding Work Values

This activity will help you find the work values you feel are important to you. Then, you can relate these work values to specific jobs by using the "Help Wanted" section of a local paper.

1. Follow the directions given in your Activity Booklet to complete the Work Values Checklist, page 13.

2. Discuss the values in the Work Values Checklist in class. Again, **there are no right or wrong answers.** If you decide that you can improve your response after discussing a work value, change your answer.

3. Scan the "Help Wanted" ads you brought to class. As you scan these ads, look for **examples of work values.** When you find a work value shown in an ad, circle the ad and write in the work value. For a list of work values, look at the checklist you just completed. Use the following examples as a guide.


Social Services
creativity
Security
Stability
Leadership
Recognition

410 — Help Wanted — Male or Female

FASHION Trainee - National firm, rapid advancement. $6,500 - $7,020. Call Mary, 488-3030. A-B Employment Service, 3 W. Main Street, Vernon. Private Employment Agency.

FINANCE Trainee. Career minded, ambitious. $7,020. Call Jane, 488-3030. A-B Employment Service, 3 W. Main Street, Vernon. Private Employment Agency.

INDUSTRIAL Relations Manager – Manufacturing experience. $15-$18,000. Send resume Box 22, Vernon. National firm.

LICENSED PRACTICAL NURSE 11 to 7 full-time. Must work every 2nd weekend. Apply: South Hills Manor, 2 S. Elk.

COMMERCIAL ARTIST – National firm, advertising experience. Call collect (333) 222-4444 for appointment.

MANAGER Trainee - National firm offers solid career in Foods. $9,000. Send resume to 509 Main Blvd., Vernon.

INTERNATIONAL Firm offers career in Sales. Travel, $18,000 - $20,000. Public relations and technical background required. Call Jim collect (111) 800-2345.

4. After you have circled and labeled your "Help Wanted" ads, discuss the following questions.

   a. Can one job have **more than one** work value?

   b. Can you find more than one job with the **same** work value?

   c. Can you find jobs in the "Help Wanted" ads that meet your work values? What are the jobs? What values do they meet?

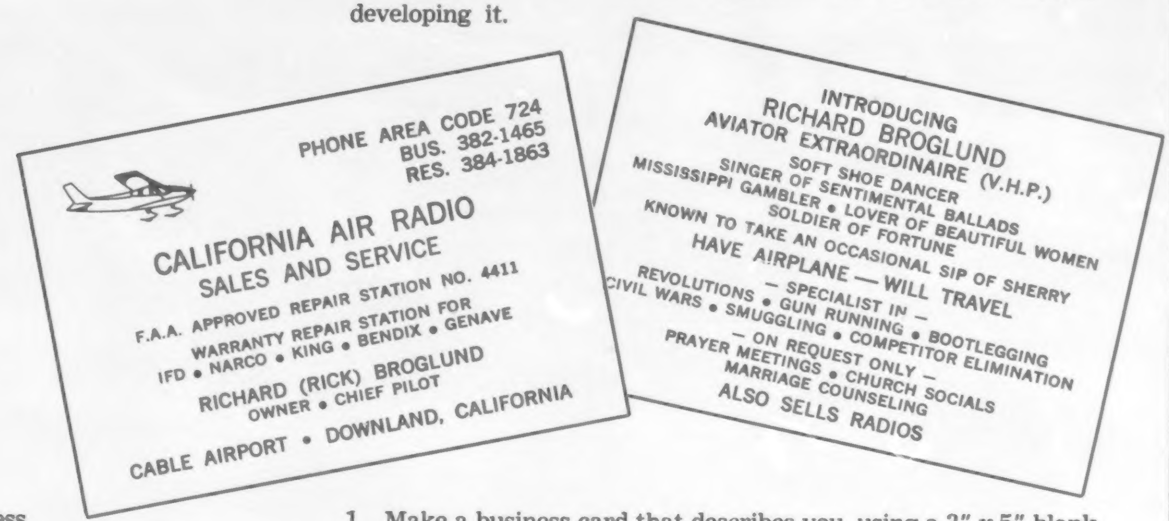
2. Discuss each term on the checklist with the class after they have completed recording their answers. Allow students to change their answers based upon a better understanding of the work value.
3. Discuss the examples of work values expressed in the "Help Wanted" ads.

4. When the students have circled and labeled the "Help Wanted" ads, discuss the variety of work values which may be in one job, and the variety of jobs through which a work value may be met.

activity I

Creating Business Cards

The purpose of this activity is for you to develop a business card which describes you. It can reflect how you see yourself **now** or as you picture yourself in the **future**. The following example was designed by a man in California who obviously enjoyed developing it.



PHONE AREA CODE 724
BUS. 382-1465
RES. 384-1863
CALIFORNIA AIR RADIO
SALES AND SERVICE
F.A.A. APPROVED REPAIR STATION NO. 4411
WARRANTY REPAIR STATION FOR
IFD • NARCO • KING • BENDIX • GENAVE
RICHARD (RICK) BROGLUND
OWNER • CHIEF PILOT
CABLE AIRPORT • DOWNLAND, CALIFORNIA

INTRODUCING
RICHARD BROGLUND
AVIATOR EXTRAORDINAIRE (V.H.P.)
SOFT SHOE DANCER
SINGER OF SENTIMENTAL BALLADS
MISSISSIPPI GAMBLER • LOVER OF BEAUTIFUL WOMEN
SOLDIER OF FORTUNE
KNOWN TO TAKE AN OCCASIONAL SIP OF SHERRY
HAVE AIRPLANE — WILL TRAVEL
— SPECIALIST IN —
REVOLUTIONS • GUN RUNNING • BOOTLEGGING
CIVIL WARS • SMUGGLING • COMPETITOR ELIMINATION
— ON REQUEST ONLY —
PRAYER MEETINGS • CHURCH SOCIALS
MARRIAGE COUNSELING
ALSO SELLS RADIOS

Activity I (30 minutes)

1. Explain to students that the business card activity is meant to help them clarify both the kind of people they would like to be and how they would like others to see them. Distribute to each student a blank index card. Direct students to complete their cards.
2. Ask some of the students to share their business cards with the class and discuss the values and goals presented by the cards.

   If students are interested, and if your schedule and facilities allow, you may wish to actually print the cards.

1. Make a business card that describes you, using a 3" x 5" blank index card and a marker. The card should reflect **your life and work values.** Select work activities that will allow you to achieve both sets of values. It should represent the kind of person you are or want to become and how you would like others to see you.

2. Share your completed card with the class. Discuss the **values** and **goals** presented by the cards. Can other students identify your **life values**? Can they identify your **work values**? Does your business card tell others what occupations interest you? What does it tell them about your abilities, aptitudes, and skills?

Concept 5

Your Future

Concept 5

The "self" is more than what you see and what others see in you. You are also **what you expect or hope to be.** What you want to become and your desires are also a part of you. As you **grow** and **change,** you can choose to some extent what you want to be, to do, and to happen.

activity J

Growing

Activity J (50 minutes)

In Shakespeare's play, AS YOU LIKE IT, there is a speech called "The Seven Ages of Man." In this speech, Shakespeare points out that all people go through the same stages in life. As people **grow**, they change and usually behave in ways typical of their stage in life.

1. Read and discuss the following two passages. The passage on the left is the speech from Shakespeare's play. The passage on the right is today's version of Shakespeare's speech.

This is an optional activity.

1. Let students adapt Shakespeare's speech to their own words and time. Help them with Shakespeare's wording. Encourage a wide range of answers in the discussion.

Seven Ages of Man Speech

1 All the world's a stage
2 And all the men an women
3 merely players.
4 They have their exits and
5 their entrances;
6 And one man in his time plays
7 many parts,
8 His acts being seven ages.

9 First the infant,
10 Mewling and puking in the
11 nurse's arms.

12 And when the whining school-
13 boy with his satchel
14 And shining morning face,
15 Creeping like a snail
16 Unwillingly to school.

17 And then the lover,
18 Sighing like furnaces, with
19 woeful ballad
20 Made to his mistress' eyebrow.

Modern Version

Introduction (lines 1 through 8)

From birth to death, all men and women play seven different roles. As men and women grow, mature, and change, their role on the world's stage also change.

First Age: lines 9 through 11

The first age is that of pre-school children. At this age, children depend upon others for everything — for their food, shelter, and love.

- How did you depend on your family when you were an infant?
- Would you be capable of taking care of an infant at your present age?

Second Age: lines 12 through 16

The second age is that of grade school children. They enjoy playing in carefree surroundings. At this age, children depend on others and obey parents and teachers, not always willingly.

- As a child in grade school, did you obey parents and teachers willingly?
- As a child, when you did not get your way, how did you react?

Third Age: lines 17 through 20

The third age is that of high school students. Teenagers fall in love and have "special" boy or girl friends. Their emotional development is an important personal concern.

- Do you allow your emotions to influence your judgment in personal life or school interest?

21 Then a soldier,
22 Full of strange oaths, and
23 bearded like the bard;
24 Jealous in honour, sudden and
25 quick in quarrel,
26 Seeking the bubble reputation
27 Even in the cannon's mouth.

Fourth Age: lines 21 through 27

The fourth age is that of the high school graduate. Young men and women become involved. They want to do something about their beliefs. They may find meaningful jobs, explore different religious beliefs, or engage in political action. These years are the youthful, productive years when people find jobs, may marry, may begin their family, and make their impression on society.

- What do you really believe in? Are you willing or ready to defend your beliefs at any costs?

28 And then the justice
29 In fair round belly with good
30 capon lined,
31 With eyes severe and beard
32 of formal cut,
33 Full of wise saws and modern
34 instances,
35 And so he plays his part. The

Fifth Age: lines 28 through 35

The fifth age is that of middle age, the time when people have achieved what they wanted to do. They have found their place in society and made their mark upon it. They have fulfilled their personal needs and are now free to possibly enjoy helping others through church or community work.

- Do you know people who feel successful and satisfied with their life?
- What do you want out of life that would give you great personal satisfaction?

36 sixth age shifts
37 Into the lean and slipper'd
38 pantaloon,
39 With spectacles on nose and
40 pouch on side;
41 His youthful hose, well saved,
42 a world too wide
43 For his shrunk shank; and his
44 big manly voice
45 Turning again toward childish
46 treble, pipes
47 And whistles in his sound.

Sixth Age: lines 36 through 47

The sixth age is that of the senior citizen. People of this age are beginning to lose their physical strength. Usually they are at the end of their careers. Their children are grown and have left home. At this age, people begin to depend more on society.

- What do people mean when they say, "I would like to be young again, but know what I know now?"

2. Accept a wide variety of answers. Help students project their lives well into the future. Stress that the seven ages are not molds people have to fit into, but a general guide students can use to understand and plan their career.

look ahead

Students may need some art materials such as scissors, paste, tape, and colored markers for Activity K. Ask students to bring to class pictures, poems, or other things that describe them.

Activity K (35-40 minutes)

1. Begin this activity by discussing how change takes place in the four stages of a butterfly. You may wish to identify the butterfly as a symbol of growth, of change, and of hope for a better future.

48 Last scene of all,
49 That ends this strange eventful
50 history,
51 Is second childishness, and
52 mere oblivion,
53 Sans teeth, sans eyes, sans taste,
54 sans everything.
— Shakespeare: AS YOU LIKE IT
II:VII

Seventh Age: lines 48 through 54
Review what you have read on the first age. Compare it to lines 48 through 54. What do infants and elderly people have in common?

2. Discuss Shakespeare's seven ages in general. Use the following questions as a guide.
   a. How do the seven ages **affect** your career and personal goals?
   b. Can the order of the ages **vary**? Why, or why not?
   c. Do all people spend the **same amount of time** to go through **one** age? Why, or why not?
   d. Can you think of other ways of looking at the development of people?
   e. Does Shakespeare's speech help you understand people in ages other than your own?
   f. How does one age affect another? Does your life **now affect your future**?

look ahead

In Activity K, you will describe yourself as you were and as you want to be. You may wish to bring to class pictures, poems, or verses from songs that describe you.

activity K

Changing

In this activity, you will look at yourself as a changing being. To describe your changing self, you may find it useful to compare your changing with the growth of a butterfly.

1. Read the following four stages of changing. Then on four separate pieces of paper, describe yourself for each stage.

Stage One

Think of the time you first became aware of yourself as a distinct person. You were probably at least five or six years old, maybe 11 or 12. This might be the larva stage in a butterfly.

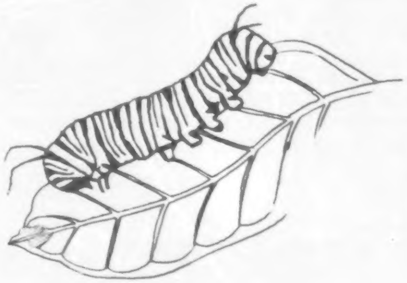
- What did you look like?
- What did you want most?
- What did you want to be like? Why?
- What things or objects did you like?
- What did you feel?

Describe the person you were then. Use sentences or phrases, pictures, a poem, parts of songs, or whatever seems most natural to you. On the first sheet of paper, describe who you **were.**

Stage Two

Now think about yourself as a student. Think of how you have changed since you have been older and in school. Think of how you have stayed the same. This might be the caterpillar stage in a butterfly. This is the stage in which you are learning about life, including possible dangers and things that please you.

- What do you look like?
- What are all the things you want?
- What people do you want to be like?
- What are all the things you like?
- What are all the things you like to do?
- What are all your feelings?



On the second sheet of paper, describe yourself at this stage.

Direct students to prepare one page for each of the four stages. They should read the information in the text for each stage and describe on paper the type of person they were in stage 1, are in stages 2 and 3, and would like to be in stage 4. The stages are not definite and will overlap. Secondary school students will probably be in stages 2 and 3.

Stage 4 is full adulthood. To do stage 4, students will have to project into the future and describe their lives as though they have achieved their values and goals.

Students should be encouraged to be creative as they "describe" themselves.

Stage Three

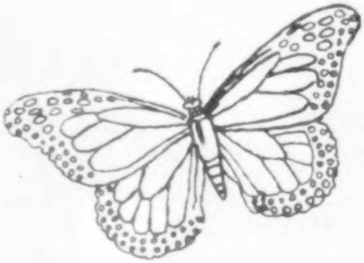
Think of the **changes** that are taking place within you now. These are changes that others can't see, but **you** are beginning to feel. These changes mean finding out what is important to you. You may be realizing that some things are more important to you than others. You may also be finding what values are most important to you in **life** and in **work.** This might be the cocoon stage in a butterfly. This may be the stage you are in now. Describe yourself in this stage.

- What is it you want most?
- What do you want to be like? Why?
- What things or objects do you really want?
- What do you want to do?

Also describe the activities you can do to help these changes happen.

Stage Four

Look at the changes you wanted in Stage Three. In Stage Four, these changes happen. This is the butterfly stage. Picture yourself as an **adult.** Describe yourself, your life. Include in your description how you look, what you do, your family, your occupation(s) and your goals.



This unit focused on exploring yourself from different points of view. These included how others see you, how you see yourself, what is of value to you, and what you would like to become.

Discussing the following questions will help you review this unit.

1. Learning about yourself involves using subjective information. Why do you need to use this kind of information? What precautions should be followed?

2. How can other people be a source of information about you? How is it possible for others to see you in different ways? How can you use this information?

3. Describe how **you** can be a source of information about yourself. What is self-information? Are **values** an important part of this information? Are you what you value?

4. Can **merging** your values be what it means to "put it together?" What happens when a person cannot merge life and work values? Would this person be a "whole person?" Would this person play different roles at home and at work? Could this person be a different person in each place?

5. Why is it important to think about the future? Do you have any **control** over your future? What can you do to help reach this future? Will you need to learn more about yourself and the world around you? How important will work and your career be in your future?

unit summary

unit summary

In this unit, students should have demonstrated the following competencies related to the unit concepts:

1. Interpreting and using subjective information.
2. Learning about themselves by understanding how others feel and think about them.
3. Learning about themselves by examining their own feelings and thoughts and by learning to express their feelings.
4. Identifying life and work values and learning the importance of integrating these values so work can be a meaningful part of life.
5. Recognizing that the present self includes the future — what they want to become.

major competencies

As a result of the activities in Unit IV, the students should be able to do the following:

1. Describe the nature of occupational information (Activities A, B).
2. Identify personal sources of occupational information (Activity C).
3. Describe the functions of classification systems (Activity D).
4. Evaluate occupational information (Activities E, F).
5. Develop skills in career exploration (Activity G).

Unit IV Readability

Unit IV has been tested for readability with the following results:

	Grade Level
Flesch	8.3
Farr-Jenkins-Patterson	8.5
Danielson-Bryan	6.5

equipment and materials

The following equipment and materials are needed for the activities in Unit IV.

Teachers will need:
Filmstrip projector/screen
(Activity D; Activity G—Option A **only**)
Cassette tape player
(Activity D; Activity G—Option A **only**)
FS/CASS "Introduction to the Career Information System"
(Activity D)
FS/CASS "Using the Career Information System"
(Activity G—Option A **only**)

Students will need:
Student text (for all activities)
* Activity Booklet (Activities C, E)

* Please caution students **not** to tear out pages **except** where told to do so.

planning and preparation

1. The projected time allotments for the presentation of Unit Concepts are as follows:

UNIT IV

Occupational Exploration

unit introduction

The more you know about the world of work, the more likely you are to make satisfying career decisions. In this unit, you can learn about the world of work by using information about occupations. Exploring occupations involves **finding, evaluating,** and **using** information about the world of work.

Interview people on the job.

Invite workers to speak to your class.

Read information about occupations.

Talk to a counselor.

CAREERS
OCCUPATI
ESSENT

There are many ways to obtain information about the world of work.

overview

WHAT	HOW
The **concepts** in this unit are:	The **activities** in this unit are:
1. Occupational information.	● studying unusual occupations. ● writing a job description.
2. Occupational information sources.	● finding personal sources of information about occupations. ● viewing and discussing a filmstrip.
3. Occupational information evaluation.	● finding key words. ● evaluating the information.
4. Occupational exploration skills.	● locating information on occupations.

WHY

The **goal** of this unit is to help you use occupational exploration to create a satisfying career.

Concept	Activities	Time
1	A, B	1 period
2	C, D	2 periods
3	E, F	1 period
4	G	1 period

TOTAL TIME: 5 class periods.

2. Activity G has been designed so that you may introduce students to the career information system used in your school. If your school uses the **Career Information System** (CIS) developed by the Appalachia Educational Laboratory and published by McKnight Publishing Company, **follow Option A of Activity G.** Students will need to see and use the CIS materials; therefore, you need to schedule in advance the use of the room in which these materials are located.

OR

If your school does **not** use the **Career Information System** (CIS) developed by the Appalachia Educational Laboratory, **follow Option B of Activity G.** You will need to familiarize yourself with the system used by your school in advance so that you can explain it to the students. In addition, you will need to have and instruct the students in the use of the **Worker Trait Group Guide,** published by McKnight Publishing Company, and the **Dictionary of Occupational Titles** and its Supplement, 4th Edition, published by the U. S. Department of Labor. Information on how to use these materials is located in Appendix A.

NOTE: The **Career Information System** (CIS), developed by Appalachia Educational Laboratory, is organized to file occupational information by Worker Trait Groups. Your school's filing system can be modified to help students locate the information you have related to each Worker Trait Group efficiently and rapidly. Contact McKnight Publishing Company to ob-

key terms

Task – specific work action performed by a worker.
Job – **all of the tasks** performed by a worker.
Occupation – a group of **jobs** involving **similar tasks.**
Worker Trait Group – a group of occupations which involve **similar worker skills** and **interests.**
Evaluate occupational information – **examine** and **judge** information on an occupation.

tain information on how to set up a cross reference between Worker Trait Groups and your filing system.

unit introduction

Ask students to read and discuss the unit introduction.

overview

Ask students to examine the overview. Explain that it shows **what** they can do in Unit IV, **how** they can do it, and **why.**

key terms

It is important that students understand the terms as they begin this unit. A brief discussion of task, job, and occupation should emphasize that an occupation is a group of jobs and that a job is a group of tasks.

Concept 1

The activities related to this concept are designed to help students discover the characteristics of occupational information.

Concept 1

Occupational Information

Occupational information is knowledge about **work**. This knowledge includes **facts, feelings,** and **experiences**. Occupational information can help you choose satisfying work. But sometimes information can be misleading. Although different **people** may work in the **same occupation,** they may **not** do the **same tasks** on their jobs.

concise handbook of occupations
ON THE JOB

Occupational information can help you choose satisfying work.

activity A

Looking at Titles

Some occupations have very odd titles. The title may or may not describe the work that is done. This activity will help you decide how much information you can gain from some titles. You can gain some information from some titles, but others **may be misleading.**

1. Letter a sheet of paper from "a" through "j". Read each of the following titles of occupations and work descriptions. Record the number which corresponds to what you think is the best work description.

a. **Anchor Tacker**
   (1) works on a ship.
   (2) makes the mold for casting anchors.
   (3) works in a shoe factory.

b. **Crabber**
   (1) operates machine in a textile mill.
   (2) operates a log loading machine.
   (3) cleans crabs in a packing plant.

c. **Top Screw**
   (1) is in charge of a group of cowhands.
   (2) tightens screws in furniture.
   (3) turns the adjusting screw in a cider press.

Activity A (20 minutes)

Through this activity, students should become aware of the following:

1. There are thousands of different occupations, many of which are obscure.
2. The title of an occupation does not always represent what a worker does.
3. More information than a title is needed for career exploration.

1. Direct students to complete the exercise in Activity A. The following is the answer key.
   a. 3
   b. 1
   c. 1
   d. 3
   e. 2
   f. 1
   g. 2
   h. 2
   i. 2
   j. 3

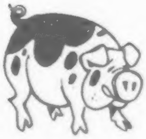
d. **Aerodynamist**
  (1) conducts safety inspections of military aircraft.
  (2) performs on the high wire in a circus.
  (3) tests the design of aircraft and missiles.

e. **Firesetter**
  (1) lights fireworks at public displays.
  (2) works in a light bulb factory.
  (3) sets back fires to stop forest fires.

f. **Balloon Dipper**
  (1) dips toy balloons into dye.
  (2) operates a machine that makes rubber tires.
  (3) dips metal parts into a plating solution.

g. **Holiday-Detector Operator**
  (1) prints holidays on calendars.
  (2) detects defects in pipeline coating.
  (3) records when a worker has left the job.

h. **Ripper**
  (1) destroys worn-out paper.
  (2) operates machine in a furniture factory.
  (3) repairs seams in clothing.



i. **Hogshead Opener**
  (1) works in a slaughterhouse.
  (2) works in a tobacco factory.
  (3) works in a tavern.

j. **Jogger**
  (1) runs errands in a packing plant.
  (2) cuts notches in furniture.
  (3) straightens stacks of paper by hand.

2. Check your answers. Then discuss the activity. Use the following questions as a guide.

   a. How many correct answers do you have? How many titles were unknown to you? How would you describe your knowledge of occupations in general?

   b. Do titles provide useful information? What other kinds of information may help you understand an occupation better? What information on occupations may help you make satisfying career decisions?

activity B

Describing Your Job

In this activity, you will look at the different ways in which jobs and occupations can be described.

How would you describe your job to someone else?

2. Write the answers on the chalkboard or read them to the class. Direct students to check their answers.

The following comments contain content cues and suggestions for the discussion.

a. Students need to be aware that there are thousands of occupations, many of them obscure, which have few people employed in them or are not found in the students' geographical region.
b. Occupational titles can be misleading. You cannot always know what a worker does from the title. You need a variety of information about an occupation as you consider it as an occupational alternative. Use the chalkboard to record students suggestions about the kinds of occupational information they think could be useful. Use this as a lead-in to Activity B.

Activity B (45 minutes)

1. Direct students to read the types of occupational information listed in the text. Ask them to compare the text's list with their suggestions on the chalkboard.

1. In the previous activity, you identified kinds of information you thought you might need about occupations. Study the following list and compare it with your suggestions.

- **Work Performed** — What tasks do the workers do?
- **Setting** — Where is the work done? What are the conditions and the surroundings in which the work takes place?
- **Rewards** — What is the pay? What other kinds of rewards are there?
- **Advancement** — Are promotions possible? What are the chances of pay increases or more duties?
- **Employment Outlook** — Are there job openings? Will there be openings in the future?
- **Licenses & Credentials** — What licenses, diplomas, or union memberships are involved?
- **Personal Requirements** — What education and training are required? What else will help a person gain or keep a job?

ALL YOU EVER WANTED TO KNOW ABOUT OCCUPATIONS ...BUT WERE AFRAID TO ASK
BRAIN SURGERY self-taught
DEEP SEA DIVING
Barbering
SALES

Few sources can provide all the needed facts about a job.

2. You are now involved in your career. Your role as a student could be considered a job. Imagine that you are trying to describe this job for someone who does not know what you do. Write a description of your job on a sheet of paper. Include the headings shown on the following sample. Write a paragraph for each heading.

Sample Job Description Form

WORK PERFORMED	
SETTING	
REWARDS	
ADVANCEMENT	
EMPLOYMENT OUTLOOK	
LICENSES & CREDENTIALS	
PERSONAL QUALIFICATIONS	

SAMPLE

3. Few sources can provide all the needed facts about an occupation. **Several sources** may be needed to include all the information. Your job description represents **one** source. Compare it with those of other students. Use the following questions as a guide.

2. Direct students to write a description of their present job.

3. Ask students to compare descriptions. The following comments contain content cues and suggestions for the discussion.

a. Students' different programs, experiences and attitudes should make the descriptions vary.
b. All of the students' jobs could be considered as an occupation.
c. One person's viewpoint may not accurately reflect the range of tasks within the occupation.
d. The class would have to develop generalizations describing students' "typical" work. They would probably leave out many tasks which some, but not most, students do. Stress this aspect of occupational information.
e. Although helpful as a general overview, a general description would only represent the student's perspective. A more complete view might describe the occupation in context, e.g., the whole school setting, including relationships with teachers, principals, and other workers.
f. Try to draw out as many different problems as you can.

a. Do the job descriptions differ? If so, how and why?

b. May all students have the same **occupation** if their **jobs** vary? Why, or why not? Refer to the text's **Key Terms definitions on page 89 to answer this question.**

c. Suppose someone did not understand the work or occupation of "students." Would reading one or more of these descriptions give that person a true picture of what you do? Why, or why not?

d. Could you prepare a **general** description that includes all the information from each student's description? What might some problems be? What would you need to do?

e. How would a student's general description help someone understand what a student does? Could it be misleading? If so, how? Could it be biased? If so, how? What could a more complete view of the occupation include?

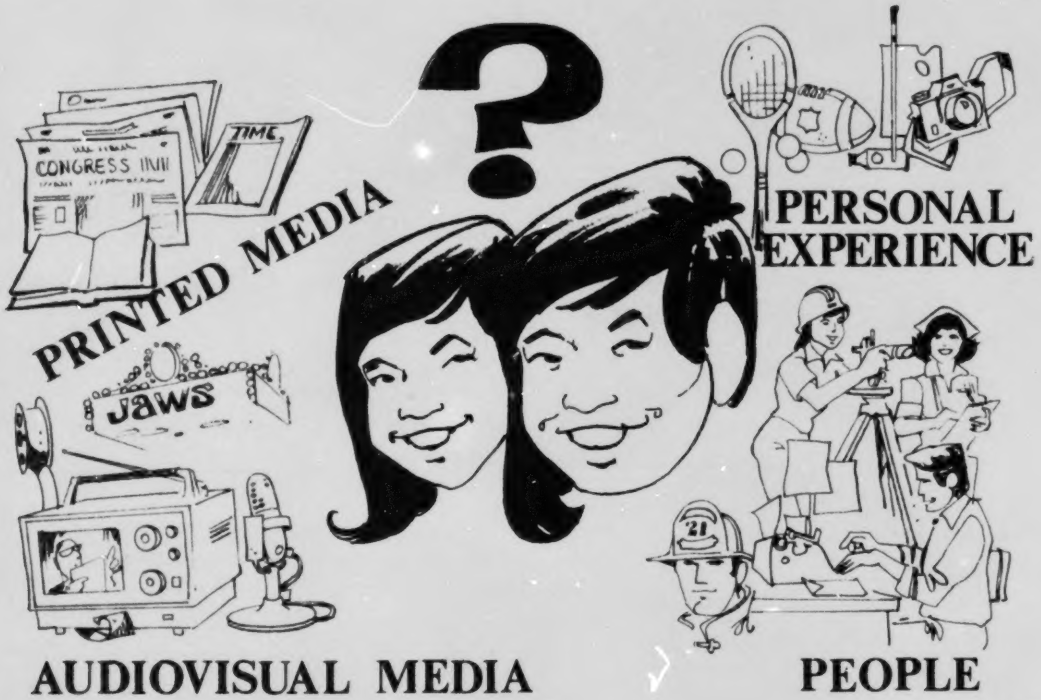
f. What problems do you think you may have in learning about occupations with which you are not familiar?

Concept 2

Occupational Information Sources

Information on occupations is found in many forms and in many places. It may appear in **written** or **audiovisual** form. It may be obtained by **observing** or **talking** with workers. In your school, the **career resource center, library,** or **guidance office** may be sources of information. You have probably had many **experiences** which can help you understand the world of work.

Where can you find occupational information?


CONGRESS
TIME
PRINTED MEDIA
JAWS
21
PERSONAL EXPERIENCE
AUDIOVISUAL MEDIA
PEOPLE

Concept 2

The activities related to this concept are designed to help students discover the variety of sources of occupational information.

activity C

Activity C (25 minutes)

1. Ask students to complete the survey.
2. Ask students to discuss their surveys. Encourage students to evaluate their sources. Some of the factors might include the source's subjectivity, the students' own attitudes and interests, limited information, and **job** information versus **occupational** information. The last question is a lead-in to formal occupational information.
   NOTE: Be careful not to use job and occupation as synonymous terms. Tasks make up a job. Similar jobs make up an occupation. A person has a job, people are employed in an occupation.

Looking into Personal Sources

You were a source of job information when you wrote your job description. You may also know a lot about many other kinds of work. How did you learn about them? In this activity, you can look into **your own sources** of information on occupations.

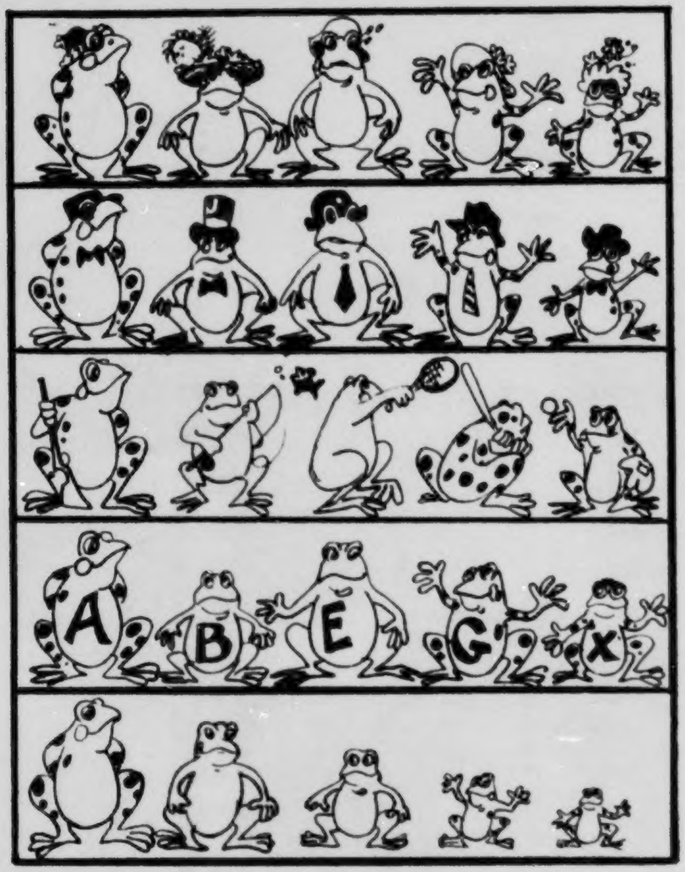
1. Complete the Personal Source Survey in your Activity Booklet, page 14.
2. Discuss your Personal Source Survey. Use the following questions as a guide.
   a. Which of the occupations listed **appeal** to you? Did the source **affect** your interests? Why, or why not?
   b. Which of your sources provide the **most valid** information? Why?
   c. Which of your sources provide the **least valid** information? Why?
   d. How **complete** is your information about each of the occupations you listed? Refer to the types of information listed in the text on page 94.
   e. Did the sources provide information about **jobs** or about **occupations**? Use the texts Key Terms definitions to explain your answer.
   f. How can you learn **more** about **occupations**?

activity D

Grouping Information

Activity D (25 minutes)

There is a great deal of information on occupations. It is difficult to use this information unless it is organized in some way. In this activity, you will look at ways of grouping information.



The same information can be classified in many different ways.

1. Ask students to list ways of classifying people and record these on the chalkboard. Some of the typical ways of classifying people are by name, age, grade, weight, height, grades earned, subjects taken, sex, strength, race, religion.

2. Ask students to examine the listing and discuss the text questions.

   The purpose of this discussion is to develop the idea of classifying information to make it useful.

3. Show the filmstrip "Introduction to the Career Information System." The "Instant Replay" is provided so students may refer to the major ideas presented in the filmstrip. It also presents these ideas to students who were absent during the filmstrip presentation.

   NOTE: This filmstrip introduces the concept of organizing occupational information around Worker Trait Groups. Students will use Worker Trait Groups to explore occupations in the following units. Therefore, although the Career Information System introduced by the filmstrip is the system used in Option A of Activity G, the presentation of this filmstrip will be useful to teachers following **both** options of Activity G.

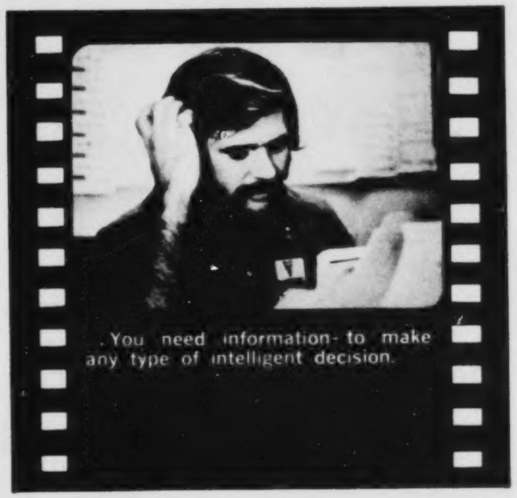
1. The way you group or classify information depends upon how you are going to use it. Information about people is often classified. List as many different ways to classify **people** as you can. To do this, think of the different things people might have in common.

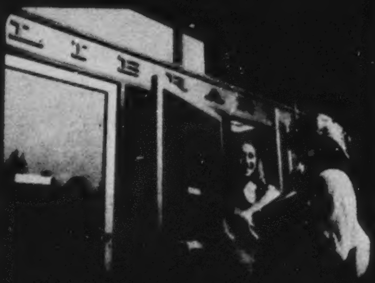
2. Which of the ways you have listed would you use in the following situations?

   a. Find a name.
   b. Take a group picture.
   c. Form a club.
   d. Borrow money.
   e. Get help in a school subject.
   f. Deliver something to the homes of several people.
   g. Sell some of your clothes.

3. In this part of the activity, you will see the filmstrip, "Introduction to the Career Information System." It will help you understand how information is often classified. You can use the following "Instant Replay" as a review of the main points in the filmstrip.

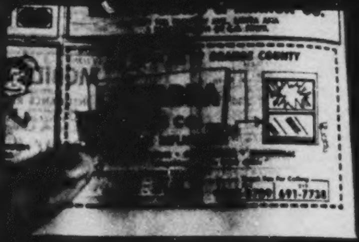
instant replay


You need information to make any type of intelligent decision.



Regardless of the type or source, information must be organized in order to be found and used.

The white pages of the telephone directory are organized according to the alphabet. You can use them if you know the name of the person or company you want to call.



The yellow pages of the directory are organized according to services and products involved. You can use them if you do not know names but know what you want or need.

To make career decisions, you must start with information about yourself — your interests, values, goals, and abilities.

1. WORK PERFORMED
2. SALARY
3. TRAINING
4. REQUIREMENTS
5. SKILLS

You also need occupational information — information about jobs. What are they like? What skills are needed? What are the opportunities, the salary, and the training involved?

The Career Information System can help you make the link between yourself and the maze of information about the world of work.

OCCUPATIONAL BRIEF

The Career Information System organizes occupational information according to Worker Trait Groups.

A Worker Trait Group is a cluster of occupations that involve similar worker qualifications (traits) such as interests and aptitudes.

Each of the Worker Trait Groups has been assigned a number. That number is the key to finding information in the Career Information System.

Various materials such as checklists help you gather information about yourself.

Indices and charts help you link what you know about yourself to Worker Trait Groups and thus to occupations.

Career decisions should be based on information about yourself and the world of work. They are your decisions.

4. Discuss the filmstrip. Use the following questions as a guide.
    a. What systems of classifying information were described in the filmstrip?
    b. What problems could a person have using information about occupations filed according to the alphabet? Compare this to the **white pages** of the telephone directory.
    c. How does the Worker Trait Group system of classifying information on occupations differ from other systems?
    d. How is a career information system organized around Worker Trait Groups similar to the **Yellow pages** of the telephone directory?
    e. Is the information in a career information system information on **jobs** or **occupations**? Explain your answer.

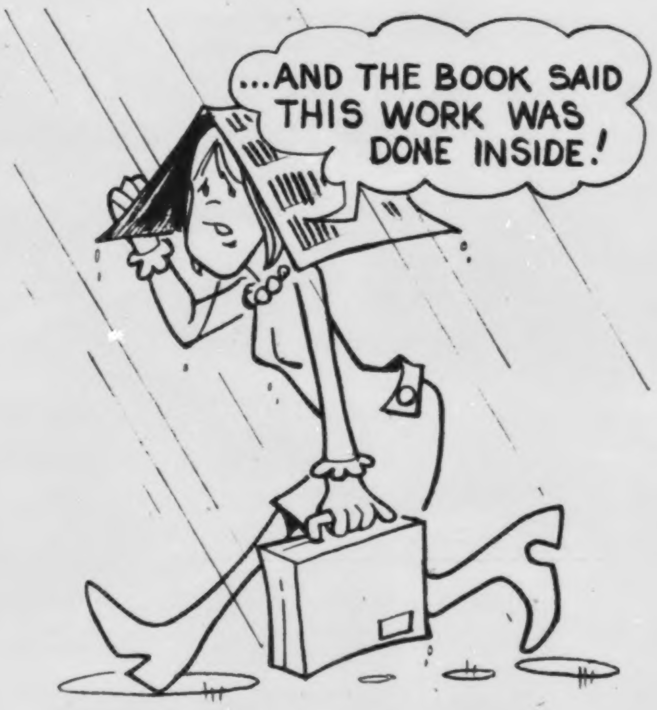
4. Have students discuss major concepts from the filmstrip. The following comments contain content cues as well as suggestions for the discussion.
    a. Discussion should include the alphabetical, Dewey, and Worker Trait Group Arrangement systems.
    b. You must know the occupational title in order to find it in an alphabetical arrangement.
    c. The Worker Trait Group classification system focuses attention on the worker rather than the product or process.
    d. A career information system organized around Worker Trait Groups helps you find occupations even if you do not know the name of the occupation.
    e. Occupational information.

Concept 3

The activities presented here are meant to help students learn techniques for interpreting and evaluating occupational information.

Occupational Information Evaluation

Information on occupations needs to be **evaluated before** it is used. You can increase the usefulness of information on occupations by examining it carefully. You should try to determine both its **accuracy** and **completeness.**


...AND THE BOOK SAID THIS WORK WAS DONE INSIDE!

activity E

Searching for Key Words

Activity E (25 minutes)

Information may be complete and accurate. If you do not understand it clearly, however, it may not be useful to you.

The information describing an occupation may not always apply to all the **jobs** included in the occupation. This activity may help you learn how to interpret such information.

1. Turn to the **Key Words** exercise in your Activity Booklet, page 15.
   a. Read the description for the occupation of chef.
   b. Go back over the description to locate and **circle** the following words each time they appear. They are "keys" to information that is **not true for all jobs** in the occupation.
   may some then vary many likely
   c. Locate and **underline** the following words each time they appear. They are "keys" to information that applies **to all jobs** in the occupation.
   is are all must
2. Letter a sheet of paper from "a" to "i". Read each of the following statements. Mark "true" or "false" on the paper to show your answer. Assume that the information is accurate and complete.
   a. The chef never does the cooking.
   b. Trimming the meat is always the chef's duty.

1. Ask students to read and complete the Key Words activity.
2. Direct students to take the "True/False" Test on a separate sheet of paper. The correct answers are:
   a. false
   b. false

c. true
d. false
e. false
f. false
g. true
h. true
i. true

3. Share test answers with students. Discuss test results. Stress that close examination of occupational information is often necessary to avoid misunderstanding.

c. The chef in a very large restaurant is not always called the executive chef.

d. Assistant chefs always assist the executive chef by taking over part of the kitchen's management.

e. Work conditions are usually the same in quantity food services.

f. Few kitchens are crowded and small.

g. The work's physical demands in any chef position can be great.

h. As an experienced cook assumes more of a manager's duties, the physical demands of the job lessen.

i. Chefs must be good, organized managers.

3. Check your answers with those provided by the teacher. Discuss the activity, using the following questions as a guide.

   a. Did you miss any of the items? If so, can you find what misled you?

   b. What could happen if you missed key words while reading information about occupations?

activity F

Reading with the Eyes of a Critic

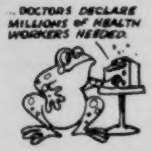
Activity F (25 minutes)

When you evaluate information on occupations, you should consider both **what** is said and **who** says it. In this activity, you will learn to make **value judgments** based on what you read.

1. The purpose of most sources of information is to give you a better understanding of the occupation. However, some factors may **influence** the information. To find out, ask yourself the following questions when you read information on occupations.

ALL FROGS ARE GOOD SWIMMERS

- **Is it too general?** — The source may be accurate for **one job** in an occupation, but not for **all jobs.**


...DOCTORS DECLARE MILLIONS OF HEALTH WORKERS NEEDED.

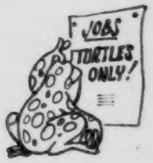
- **Is it biased?** — The source may present an **overly positive** or **overly negative** view of an occupation. This may be the result of limited information. Or, it may be from a desire to encourage or discourage your interest in the occupation.

BUGGY WHIP MAKERS IN DEMAND

- **Is it recent?** — The information supplied by the source may be out of date. The facts in the source may no longer give an accurate picture of the occupation.

1. Direct students to study the text's list of factors.

- **Is it complete?** — A single source can rarely provide all the information you need about a specific occupation.



- **Is it fair to all people?** — A source may assume that if certain people or jobs have one trait in common, sex or title for example, they **must** be alike in many other ways. As a result, a source may state that **only** certain groups of people have qualities that are right for certain occupations. The source may overlook the fact that very different people may be able to do the same tasks equally well.

2. Direct students to read the article about **andrology.** Each paragraph of the description contains one or more of the factors listed.

2. Read the following description of an imaginary occupation. The title has been invented. However, the information was taken from actual descriptions of occupations. As you read, keep in mind the factors you have just studied. Try to find out if some factors may have influenced the information.

Andrology: the Occupation of the Future

Anyone knows that the demand for andrologists has increased greatly. It is this demand that allows people in these jobs to earn high incomes.

Some people enjoy their work, while others do not. Often, the only difference is that happy, successful people are creative, while unhappy people have dull, routine jobs.

If only one word could be selected to describe the field of andrology, that word would be "creativity." Jobs in this area provide great fulfillment in pleasant surroundings. Andrologists get along very well with clients, employers, and co-workers.

An interest in science and a desire to work with their hands often attract men to andrology. However, this field really allows women to express their warm nature and instinctive understanding.

Many women andrologists also become mothers. As mothers, they tend to have a special aptitude for dealing with the concerns parents have for their children. From a strictly physical point of view, women often have smaller, more delicate hands that are well suited for this work.

Besides the licensed work of andrology, there are many other duties. For most of them, women are more qualified than men. These duties include those of a receptionist, stenographer, and bookkeeper.

— Society of Women Andrologists
1963

3. Discuss the description, using the following questions as a guide. Give examples to support your views.

    a. Is the description **too general**?

    b. Is the description **biased**?

    c. Is the description **recent**?

    d. Is the description **complete**?

    e. Is the description **fair to all people**?

    f. How **useful** is this description?

    g. Should you ignore information on occupations if it is not accurate or complete?

3. Ask students to discuss and give examples in the text as directed. Students should be able to find examples of each of the factors which affect the validity of the information given. Point out that the source and date are also part of the description. Students should understand that most occupational information has shortcomings, but that it can still be useful if the faults are identified and other sources are used to get a more realistic view of the occupation.

Concept 4

Concept 4

Career exploration has two components: exploration of "self" and exploration of occupations. However, as students explore occupations, they also continue to learn more about themselves, their interests, and their preferences.

Occupational Exploration Skills

Occupational exploration skills can be developed. These skills include finding and evaluating information on occupations. They also include **combining** what you learn about **yourself** with what you learn about occupations. As you explore your interests, you may use them to find related information on occupations.

Finding occupations that will be satisfying is the goal of occupational exploration.

activity G

Locating Information on Occupations

This activity can help you develop skills in finding information on occupations related to your interests. You will need these skills in the next units, as you explore Worker Trait Groups. You will first learn how your school's career information system is set up. Then, you will learn how to use it to explore occupations related to the Worker Trait Groups.

INFORMATION TOURS
OCCUPATIONAL OUTLOOK HANDBOOK
TOUR GUIDE
ENCYCLOPEDIA OF CAREERS
GUIDE
D.O.T. DICTIONARY OF OCCUPATIONAL TITLES
WORKER TRAIT GROUP GUIDE

The first part of this activity has two options. Your teacher will direct you to the option you are to follow.

option A

1. Watch the filmstrip "Using the Career Information System." This filmstrip describes how the system's information is organized, filed, and related to Worker Trait Groups. The filmstrip also describes the use of the system's various materials.
2. Read and follow the instructions in Appendix A. This information is designed to help you become familiar with the use of the Career Information System (CIS) materials.

Activity G (50 minutes)

This activity is designed to help students locate occupational information related to their interests, abilities, and other personal traits. Students will use the knowledge acquired in this activity to explore groups of occupations in following units.

If your school uses the **Career Information System (CIS),** developed by Appalachia Educational Laboratory and published by McKnight Publishing Company, follow **Option A** of this activity. If your school uses a different career information system, follow **Option B** of this activity. Direct students to the option they are to follow.

option A

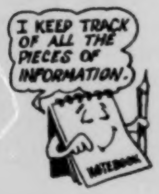
1. Show the filmstrip "Using the Career Information System." It describes how to find information by using the various materials specifically related to the Worker Trait Group organization and filing system.
2. Show students where the CIS materials are located. The CIS organization and filing system is described in detail in the **CIS Professional Manual,** published by McKnight Publishing Company. You may want to use this manual to review the use of the CIS with the students before you direct them to complete the "Touring the Career Information System (CIS)" exercise in Appendix A.

option B

1. Show students the materials included in your school's career information system. Explain to them how the system is organized and how it can be used to locate occupational information.
2. You need to instruct students in the use of the **Worker Trait Group Digest,** the **Worker Trait Group Guide,** and the **Dictionary of Occupational Titles** and its Supplement, 4th Edition. The information on how to use these materials is located in Appendix A.

option B

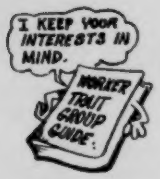
1. Your teacher will show you your school's career information system. Make sure you understand how the materials are filed and used. Ask your teacher any questions you may have about the system.


I KEEP TRACK OF ALL THE PIECES OF INFORMATION.
NOTEBOOK

2. In the next units, you will need to find information related to the Worker Trait Groups. Knowing how to use the following materials will help you find such information. It will also help you explore occupations related to your interests, abilities, and other traits.

TASKS
Salary
DUTIES

- **Worker Trait Group Digest,** located in Appendix B.


I KEEP YOUR INTERESTS IN MIND.
WORKER TRAIT GROUP GUIDE

- **Worker Trait Group Guide,** published by McKnight Publishing Company.
- **Dictionary of Occupational Titles,** 4th Edition, published by the U. S. Department of Labor. This volume contains brief descriptions of occupations.

WE CAN HELP!
OCCUPATIONAL OUTLOOK HANDBOOK

D.O.T. VOL. I
ACCOUNTANT

- Supplement to the **Dictionary of Occupational Titles,** 4th Edition, published by the U. S. Department of Labor. This volume contains lists of occupations belonging to each Worker Trait Group. You can use this volume to find the occupations related to the Worker Trait Groups that interest you.

The information on how to use these materials is located in Appendix A. Your teacher will show these materials and explain their use. Ask any questions that you may have. These materials will help you in your career exploration.

class discussion (options A and B)

Discuss what you have learned about the Worker Trait Groups. Also discuss the use of your school's career information system. Use the following questions as a guide.

a. Why are occupations organized by groups?

b. What groups were used to organize and file the information in your school's system?

c. How can you use your career information system to find information about specific occupations?

d. What source of information contains a brief description of each occupation?

e. What sources of information are used to find the occupations belonging to each Worker Trait Group?

f. Why is it important to use more than one source of information about an occupation?

unit summary

There are millions of jobs and thousands of occupations in the world of work. Information about occupations is grouped and organized to help you learn about work. As you develop skills in finding, evaluating, and using this information, you can explore occupations. Relating what you learn to your own interests may help you make satisfying career decisions.

EXPLORING OCCUPATIONS
EXPLORING YOURSELF
CAREER DECISIONS

class discussion (options A and B)

The following comments contain content cues and suggestions for the discussion.

a. Occupations are generally organized by groups to show a relationship among occupations. Some grouping arrangements show a relationship as to the products developed or the services provided. The Worker Trait Groups are homogeneous clusters of occupations requiring similar worker characteristics for satisfactory job performance. They are also grouped by the general nature of the work performed. Occupations belonging to the same group provide students with related occupational alternatives.

b. Review the grouping system used in your school's career information system.

c. Any occupational information should have an alphabetical index.

d. **Dictionary of Occupational Titles,** 4th Edition.

e. Supplement to the **Dictionary of Occupational Titles,** 4th Edition. The **Worker Trait Group Guide.**

f. Different sources give different types of information. For example, the **Occupational Outlook Handbook,** published by the Department of Labor, includes forecast information on employment opportunities. Students should understand that some types of information are written for recruitment or other purposes which may provide a biased point of view.

unit summary

Ask students to read and discuss the unit summary.

major competencies

As the result of the activities in Unit V, students should be able to do the following:

1. Identify expressed interests in areas of work (Activities A, B).
2. Describe their interests on the basis of their previous experience and knowledge about work (Activity C).
3. Recognize the Career Areas which relate to their interests in work activities (Activity D).
4. Select exploratory experiences to help them learn more about their interests (Activity E).

Unit V Readability

Unit V has been tested for readability with the following results:

	Grade Level
Flesch	8.3
Farr-Jenkins-Patterson	9.0
Danielson-Bryan	6.9

equipment and materials

The following equipment and materials are needed for the activities in Unit V.

Teachers will need:
Filmstrip projector/screen
 (Activity A)
Cassette tape player
 (Activity A)
FS/CASS "Examining Your Interests"
 (Activity A)

Students will need:
Student text
 (for all activities)
* Activity Booklet
 (Activities C, D, E)

* Please caution students **not** to tear out pages **except** where told to do so.

planning and preparation

1. The projected time allotments for the presentation of unit concepts are as follows:

UNIT V

Interests

unit introduction

People usually **develop their interests** as they are **exposed** to **different types** of **activities.** You will become more **aware** of your own interests as you learn more about yourself and the world around you. This increased awareness can help you in career planning. The **more areas of work you explore,** the easier it will be to **identify your own work interests.** The goal of this unit is to help you **identify** and **use** your **interests** to make career decisions.

People may develop their interests by trying new activities.

overview

WHAT	HOW
The **concepts** in this unit are:	The **activities** in this unit are:
1. The meaning of interest.	• viewing and responding to a filmstrip. • identifying your interests. • describing your interests.
2. The use of interests in career exploration.	• using terms related to the world of work to express your interests. • selecting experiences for career exploration.

WHY

The **goal** of this unit is to help you use your interests to make career decisions.

key terms

Expressed interests – interests that can be identified through what a person **says** or **does.** They can be talked about.

Concept	Activities	Time
1	A, B, C	2 periods
2	D, E	2 periods

TOTAL TIME: 4 class periods.

2. Surveyed interests are mentioned in the filmstrip "Examining Your Interests." Although **this unit does not require the use of any interest inventory or survey,** you may want to include such a survey in your presentation of this unit. If you decide to use an interest survey, make all arrangements in advance so that the individual scores and summaries are available prior to the study of this unit. Sometimes, interest surveys are given as part of the school guidance program. If this is the case in your school, results may be available in the students' files. If the results are more than two years old, it would be better not to use them and to administer another survey. For directions on how to interpret the survey, read the instruments' interpretation manuals or consult the school counselor. The results of the interest survey should be interpreted **after** Part 2 of Activity A. The time needed to present the survey's results to the class has **not** been included in the projected time allotments.

unit introduction

Ask students to read and discuss the unit introduction.

overview

Ask students to examine the overview. Explain that it shows **what** they can do in Unit V, **how** they can do it, and **why.**

key terms

It is important that students understand the term "expressed interests." You may want to spend extra time discussing expressed interests as part of Activities A and B.

Concept 1

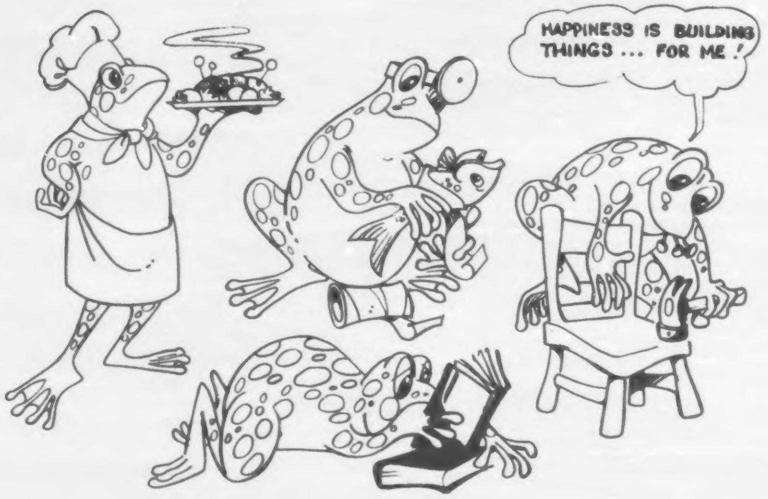
Concept 1

The purpose of Activities A, B, and C is to help students understand the ways in which expressed interests can be examined and utilized in career exploration.

The Meaning of Interest

Interest is a **positive feeling** you have toward some **person, activity,** or **thing.** Learning to recognize and describe your interests can help you understand yourself. The **knowledge you gain** and the **experiences you have** help you develop your interests. As you grow older, your interests may change. You may find you need to choose between two interests. As your interests grow stronger, they become **values.** A value is what is **important** to you.

You can examine your interests in many ways. The following activities will help you **identify** and **describe** your interests.


HAPPINESS IS BUILDING THINGS ... FOR ME !

What you say and do can help you identify your interests.

activity A

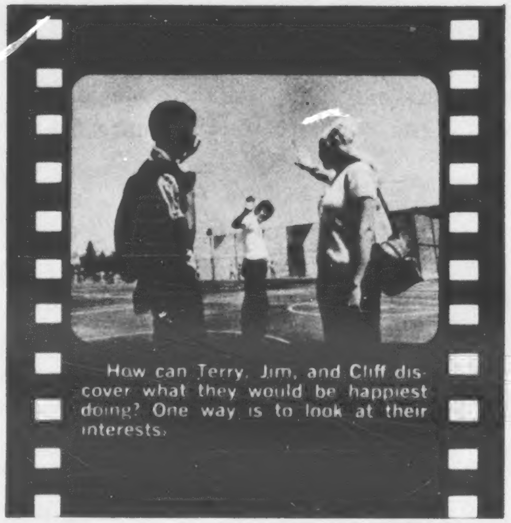
Looking at Your Interests

Activity A (20-25 minutes)

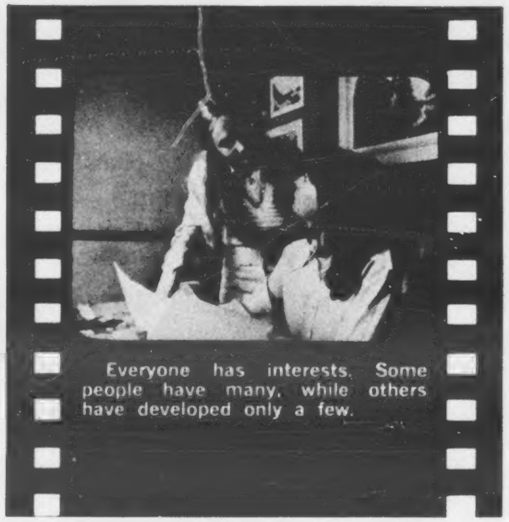
In this activity, you will see the filmstrip "Examining Your Interests." The students in the filmstrip discuss **how their interests relate to areas of work.** The filmstrip also shows ways you can use to pinpoint your own interests.

1. You can use the following "Instant Replay" as a review of the main points in the filmstrip.

instant replay



How can Terry, Jim, and Cliff discover what they would be happiest doing? One way is to look at their interests.

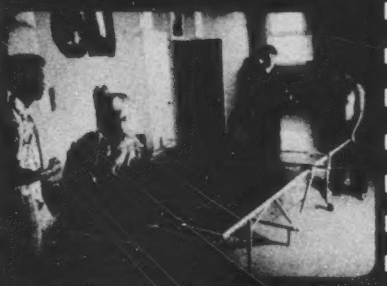


Everyone has interests. Some people have many, while others have developed only a few.

1. Show the filmstrip "Examining Your Interests." The "Instant Replay" is provided so students may refer to the major ideas presented in the filmstrip. It also presents these ideas to the students who were absent during the filmstrip presentation.

2. Have students discuss major concepts from the filmstrip. The purpose of the text questions is to help students start thinking about their own interests and identifying ways in which they can learn more about them. The following comments contain content cues and suggestions for the discussion.
   a. You may want to review the interests of the main characters with the students. Jim: sports star, mathematics, machine work, computer programming, and bookkeeping; Cliff: money, crafts, drawing, dancing, driving a car, and entertainment; Terry: drafting, reading, riding a motorcycle, and technology.
   b. Jim and Cliff are influenced by sex role stereotypes. Terry was influenced by her sister.
   c. The students in the filmstrip were joking about one another's plans at first. Students in the class may have experienced the same thing.
   d. The ways mentioned in the filmstrip include experiencing activities firsthand, deciding not to try an activity, listening to others describe their experiences, observing others in actual work conditions, exploring hobbies and school subjects, reading books, and watching television programs.

Expressed interests can be talked about or seen through people's actions. Examples are hobbies, after school and weekend activities, and favorite school subjects.



Cliff, Terry, and Jim begin to explore, search, and question. They are able to relate their interests to areas of work and then explore these areas. This is important in making plans for the future.

2. Use the following questions to discuss the filmstrip. Feel **free** to express **your own opinions** while respecting the feelings and opinions of others.
   a. Who are the main characters in the filmstrip? Which one is **most** like you? Why? Which one is **least** like you? Why?
   b. How do Cliff and Jim react to Terry's plan to work in drafting? What factors may influence their opinions toward her plan? Do the opinions of others **affect** your plans?
   c. Have you discussed your future with others? How do they react to your ideas about the future? Do you think it is important to think about your future? Why, or why not?
   d. In what ways do the characters in the filmstrip learn about their interests? What happens when they start thinking and talking about their interests? Can you recognize or describe other people's interests by the way they talk? How?

e. How can you become more **aware** of your interests? Some of the ways are mentioned in the filmstrip. Can you think of other ways? How can you **relate** your **interests** to **occupations**? Share your ideas with the class.

activity B

Identifying Your Interests

This activity will help you identify your **interests** in activities **related to broad areas of work.** You can use your **own experiences** and **ideas** to identify your interests within each of these areas.

WHAT ACTIVITIES DO WE LIKE TO DO?

e. Use the experience of the students in the filmstrip to encourage students to explore and assess their interests in the remaining activities of this unit.

Activity B (25-30 minutes)

1. Help the students think about and discuss the specific activities they have done in the past, in which they are presently engaged, and those they would like to do. The primary input should be their own experience.

2. Ask the students to discuss each statement to make sure they understand the general scope of each.

1. What **specific** activities do you **do** during the course of a day? What specific activities **have you done** in the past? What activities **would you like to do** even though you have not done them? Think about the activities you like to do. There may also be activities you **need to do** in order to do something else that interests you. The following examples may help you think about the specific activities you **actually** do.

EXAMPLES

At home. Repair things around the house. Mow the lawn. Take care of younger children. Decorate your own room.

At school. Monitor halls. Do office work for the principal. Sell popcorn at football games. Manage the school's newspaper.

Clubs. Participate in a fund drive organized by your club. Preside at a drama club meeting.

In your neighborhood. Take part in a "cleanup" drive. Help the elderly of the neighborhood. Do volunteer work at the hospital.

Hobbies. Build model airplanes. Paint. Play the piano. Design your own clothes.

Leisure time. Practice swimming to qualify for the school's swimming team next year.

Part-time work. Work as a salesclerk in a department store.

Also, think of the activities you may have **read** about or **observed** that you would like to try. You may want to jot down your ideas since you will use them in Step 3.

2. Discuss each of the twelve following statements. They represent the **twelve broad areas of interest in work.** What types of activities could be **related** to each statement?

a. Doing **artistic** and **creative** things.

b. Doing things of a **scientific** and **medical** nature.

c. Working with **plants and animals.**

d. **Protecting** or **guarding** people or property.

e. Working with **mechanical** things.

f. Doing **routine** things.

g. Doing things of a **clerical** nature.

h. **Selling** things.

i. **Providing services** for other people.

j. **Helping** people in need.

k. **Managing** things.

l. **Amusing** and **entertaining** other people.

3. On a sheet of paper, write the first statement as a **heading.** List all the specific activities you actually **do, have done,** or **want to do** that are **related** to the statement. Refer to the activities you thought about in Step 1. Repeat the process for each of the twelve statements. Use the following sample as a guide.

SAMPLE

a. Doing **artistic** and **creative** things.
  — Make-up artist for the school play last year.
  — Water colors in art class.
  — Want to learn how to play the guitar.

3. Allow students to define their interests in each of the twelve areas in any way that is meaningful to them. Encourage the students to write down as many activities they like to do as possible. Students will gradually change their perceptions of their interests as they discuss and learn to use concepts and terms related to the world of work.

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4. Ask the students to discuss and review the activities they listed for each area. Encourage them to add new ideas as they go along.

5. Students should begin to recognize the areas of interest they prefer and express the reasons for their preferences.

You may find that you can list more activities under some statements than under others. Try to list some activities for each statement. Then, concentrate on the statements which represent the areas of interests you **like most.**

4. Share your ideas with the class. This may help you find more ideas. You may add new activities to your list. You may also change any of the activities you listed earlier. The goal is to identify as many activities that interest you as possible. Be sure to write them all down.

5. Discuss the activities you have listed. Use the following questions as a guide.
   a. Do you have **many** activities that **interest** you? Why, or why not?
   b. Did you list **more** activities than you expected? Did you list **fewer**?
   c. What areas of interest did you like **most**? Why are they important to you?
   d. What areas of interest are **less** important to you? Can you explain why?
   e. Are you more **aware** of your interests now? Why, or why not?

activity C

Describing Your Interests

Activity C (40-45 minutes)

The goal of this activity is to show you a way of describing your interests. Activity B helped you identify the activities you like to do. Now you can organize these activities into small groups to find the pattern of your interests within each area. Then, you will try to **summarize** how you feel about these areas.

A close look at the activities you like to do can help you describe your interests.

1. Look over the list of activities you wrote in Activity B. Select the **two** areas in which you are the **most** interested. Was the selection **easy** or **difficult?** Do you like activities in more than two areas? Why are the areas you selected the **most** important to you?

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The purpose of this activity is to help students develop the skill of describing what is most important to them. Learning to articulate their interests will help them become more aware of them. This will come about as a result of organizing their thoughts about the activities they like to do.

1. Some students may have only one area in which they are interested, while others may have several. Encourage students to select two for this exercise.

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2. Help the students group their activities to find patterns in their interests. Students may also need help to summarize their interests.

3. Ask the students to express and discuss their interests. Encourage them to tell others outside of class what they have found out about their interests. Ask them to be sensitive to the ideas of others when they share their thinking with the class.

2. To describe your interests in the two areas you selected, examine each area in depth. Use the following steps as a guide.

   a. Examine all the activities you listed in one of the areas. Do they form some type of **pattern**? Can you **group** some of the activities together? You may be able to group these by subjects, processes, sports, products, or in any way meaningful to you. Can you add **more** activities? Do all the activities still **relate to the area**? Feel free to change any of the activities you listed earlier.

   b. Turn to the Describing Your Interests form on page 16 of your Activity Booklet. Write in the statement which represents the area of interest you are examining. List the activities by **groups** to show the **patterns** you have found in this area. Next, write several general statements that **summarize** your interests. For example, you may have listed the following activities.
      - "I like tuning car engines."
      - "I like changing spark plugs."

      Your summary statement could be, **"I like auto mechanics."**

   c. Repeat the previous steps for the **second** area you selected. Use the second Describing Your Interests form on page 17 of your Activity Booklet.

3. Discuss your summary with the class. Use the following questions as a guide.

   a. As you grouped your activities to look for **patterns** in your interests, did you **add** or **change** any activity?

   b. Explain the ways in which you grouped your activities. What patterns did you find? What groups of activities are **most important** to you now?

   c. Can you define and describe your interests in work more clearly now than before the exercise? Why, or why not? Why is it important to understand your expressed interests?

Concept 2

The Use of Interests in Career Exploration

Your interests can help you recognize and select new experiences. Through these experiences, you may learn more about your interests. You may also find new areas of interest. You can **use your interests** to **learn more** about **work** and explore **occupations.**

You have already identified your interests in two broad areas of work. You can start your career exploration with these interests. Learning how to **relate your interests** to **information** on **occupations** can help you select new experiences and explore occupations.

New experiences can help you expand the scope of your interests in work.

Concept 2

Students will learn to translate their expressed interests into terms and concepts related to the world of work. To do this, they will learn to recognize the relationships of their interests to the twelve Career Areas and Worker Trait Group descriptions. They will then select new experiences that can help them explore new areas of work or levels of interest.

activity D

Activity D (35-40 minutes)

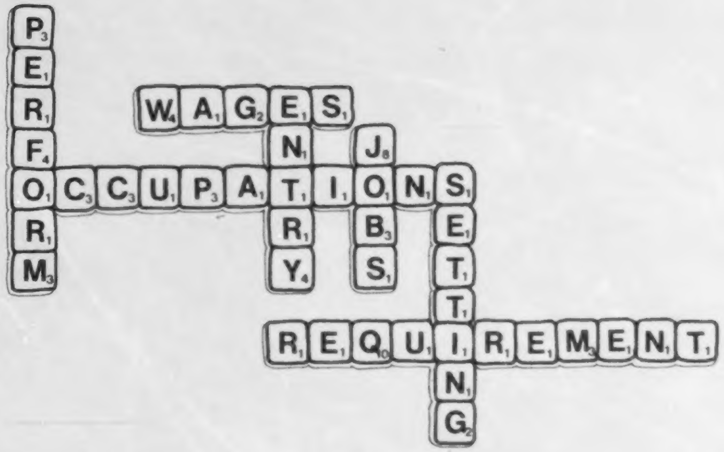
The purpose of this activity is to help the students translate the descriptions of their interests into the terms and organization used in the Worker Trait Arrangement of the **Dictionary of Occupational Titles.** Encourage students to maintain the substance of their interests while trying to find new terms and phrases to express them. The knowledge of these terms will help students find and use the occupational information of the school's career information system and other sources more efficiently.

1. Allow the students time to analyze the relationships between the twelve statements they worked with in Activity B and the twelve Career Area Descriptions in the **Worker Trait Group Digest.**

Recognizing New Information

This activity will help you translate the descriptions of your interests into the **language used in the world of work**. This will help you learn the terms and expressions used to describe information on occupations. These terms will help you be more **specific** about your interests. As a result, you will be able to **relate your interests** to **occupations.** These new terms will also allow you to ask more **specific questions** about occupations. As a result, you will be able to **find** and **understand** new information.

To explore the world of work, you need to know its language.



1. Turn to the **Worker Trait Group Digest,** Appendix B of your text. Read the twelve **Career Area Descriptions.** These descriptions are related to the twelve statements you examined in Activity B. The twelve statements (a through l) are listed in the **same order** as the Career Areas (1 through 12).

2. Find the Career Areas that relate **best** to the two areas of interest you selected in Activity C. Compare these Career Area Descriptions with the summary statements you wrote in Activity C. Are your statements **broader** or **narrower** than the Career Area Descriptions? Why? Do the statements in one area of interest relate to **more** than one Career Area Description? How?

3. Read the descriptions of the Worker Trait Groups listed under the two Career Areas you found. How do they compare with the statements you made about your interests? Can you find a Worker Trait Group that **best** describes the kinds of activities you like?

4. Turn to the Using New Terms to Describe Your Interests form on page 18 of your Activity Booklet.

   a. Write the title of the Career Area you selected.

   b. Write the titles of the Worker Trait Groups that best describe your expressed interests.

   c. Write a new statement of your **interests** in work. Be as **clear** and **specific** as possible. Use as many of the **terms** and **expressions** you read in the **Worker Trait Group Digest** as you can.

   d. Repeat the previous steps for the **second** Career Area you selected.

   e. Share your results with the class.

2. Students' descriptions may differ from the Career Area Descriptions. For example, a student may have summarized an interest for the third statement (working with plants and animals) presented in Activity C, and find this interest described in the second Career Area (Medical).

3. Encourage students to select more than one Worker Trait Group within the two Career Areas they found, if possible.

4. Students are to restate their **interests** in the terms of the world of work. Caution them **not** to copy the descriptions found in the **Worker Trait Group Digest** verbatim.

activity E

Activity E (40-45 minutes)

The goal of this activity is to help students use their interests to select new experiences. These new experiences will help them expand the scope of their interests in work. In Part 2 of this activity, help the students formulate the questions they will use to explore further the Worker Trait Groups they selected.

Selecting New Experiences

This activity will help you find **ways** to **learn more** about your **interests.** It will also help you learn how to **use** your **interests** to select **new experiences.**

1. Turn to the Worker Trait Group Selection Chart on **page 43** of your Activity Booklet. This chart is designed to help you **select** and **record** Worker Trait Groups you want to explore. As you will continue to use this chart in other units, **please do not tear it out.**

   In Column 1 of the chart, put an "X" beside the Career Areas and Worker Trait Groups you want to explore. Use the following sources of information to help you in your selection.

   a. The Using New Terms to Describe Your Interests form you completed in Activity D.

   b. The **Worker Trait Group Digest,** Appendix B of your text. Use the **number** of the Worker Trait Group listed in the chart to find its description in the **Digest.**

2. List the **questions** you may have about the Worker Trait Groups you selected. Use the following steps as a guide.

   a. Turn to the Worker Trait Group Selection Chart on page 43 of your Activity Booklet. Write the number and title of the first Worker Trait Group you selected at the top of a sheet of paper.

   b. Review the description of the Worker Trait Group in the **Digest.** What **parts** or **aspects** of the description interest you **most**? What would you want to know about these aspects? What **questions** do you have about them? List as many specific questions as you can on your sheet of paper.

   c. Repeat this process for each of the Worker Trait Groups you selected in Column 1 of the chart.

3. Discuss your results with the class. Share the questions you wrote for one of the groups you selected. Feel free to **revise** the questions as you get new ideas from the discussion.

4. Select one of the Worker Trait Groups you examined. Study the list of questions you prepared for it. What are some of the things you can **do** to find answers to your questions? What **new experiences** can you undergo? The following list may help you select new experiences related to your interests. Select experiences you can **actually** undertake.

   a. What **books** in the library deal with your interests?

   b. To what **people** can you talk about them? Where can you find these people?

   c. What **movies** or **television programs** can you watch?

d. What **clubs** can you join? How can they help you explore your interests?

e. What **magazines** deal with your interests?

f. What **hobbies** are related to your interests?

g. What **part-time jobs** involve the activities related to your interests?

h. What **activities** can you plan during **vacations** to explore your interests?

i. What **other students** have the same interests? Would it help to talk to them?

j. What materials on occupations can you read in the school's **career information system**?

5. Share your ideas with the class. Tell the other students how you **plan** to **learn more** about your **interests.**

unit summary

Students should have a clearer idea of their expressed interests and how they relate to the Career Areas and the Worker Trait Groups. The students' ability to express their interests in the language of the world of work will enhance their comprehension of the remaining units in this course.

unit summary

This unit focused on your expressed interests. You learned how to **identify** and **describe** your interests in the **language** used in the **world of work.** As a result, you are better able to **relate** your **interests** to groups of **occupations.** By relating your interests to the world of work, you can **use** them to select experiences for **career exploration.**

As you explore the world of work, your interests will **grow** and **change.** The interests that grow stronger may become your **values.** Those relating to your career are called **work values.** As you become more aware of your work values, you will be able to make better career decisions.

By relating your interests to the world of work, you can make better career decisions.

major competencies

As a result of the activities in Unit VI, the students should be able to do the following:

1. Describe personal and observed work experiences related to the ten types of work activities (Activities A, B).
2. Identify a preference for one or more of the ten types of work activities (Activity C).
3. Identify work activities they would prefer to avoid (Activity C).
4. Identify Worker Trait Groups related to preferred work activities (Activity D).
5. Identify Worker Trait Groups related to work activities they prefer to avoid (Activity D).

Unit VI Readability

Unit VI has been tested for readability with the following results:

	Grade Level
Flesch	8.4
Farr-Jenkins-Patterson	9.2
Danielson-Bryan	7.0

equipment and materials

The following equipment and materials are needed for the activities in Unit VI.

Teachers will need:
Filmstrip projector/screen
(Activity A)
Cassette tape player
(Activity A)
FS/CASS "Work Activities"
(Activity A)

Students will need:
Student text
(all activities)

- Activity Booklet
(Activities B, C, D)
- Please caution students **not** to tear out pages **except** where told to do so.

UNIT VI

Work Activities

unit introduction

Everyone prefers certain **types** of **activities.** These may be **leisure time** activities or **tasks** a person does as part of his or her **job.** A person's **preferences** can be used to understand better the world of work. Exploring occupations in terms of **your likes and dislikes** can help you in your career decision-making. If you enter an occupation involving activities you enjoy, you are more likely to be satisfied with your work.

Enjoying required work activities is important in your career.

overview

WHAT

The **concept** in this unit is:

Work activities.

HOW

The **activities** in this unit are:

- watching and responding to a filmstrip.
- relating your experiences to work activities.
- identifying your work activity preferences.
- identifying Worker Trait Groups related to your work activity preferences.

WHY

The **goal** of this unit is to help you use the work activities you prefer in career exploration.

key terms

Work activity – a task or series of tasks performed to accomplish a work goal.

planning and preparation

The projected time allotment for the presentation of the unit concept is as follows:

Concept	Activities	Time
Unit	A	½ period
Concept	B	½ period
	C	½ period
	D	½ period

TOTAL TIME: 2 class periods.

unit introduction

Ask students to read and discuss the unit introduction.

overview

Ask students to examine the overview. Explain that it shows **what** they can do in Unit VI, **how** they can do it, and **why.**

key terms

It is important that the students understand this term before viewing the filmstrip. It will make the filmstrip's examples more meaningful.

Concept

Unit Concept

All the unit concept's activities focus on the work activity types and their relationship to the individual and to work.

Work Activities

Workers in an occupation do many tasks. All of the tasks that workers do may be grouped into **ten basic types** of work activities. These tasks may relate to **more** than one type of activity. Workers in occupations belonging to the same Worker Trait Group perform similar types of work activities.

This unit will introduce you to the ten types of activities. You will be able to examine your experiences with them. You will then complete a Work Activity Preference Checklist. This will help you identify your **likes** and **dislikes** for the activities. You can use your interests in work activities to identify related Worker Trait Groups and occupations for exploration.

All these occupations have one activity in common — communicating.

activity A

Exploring Work Activities

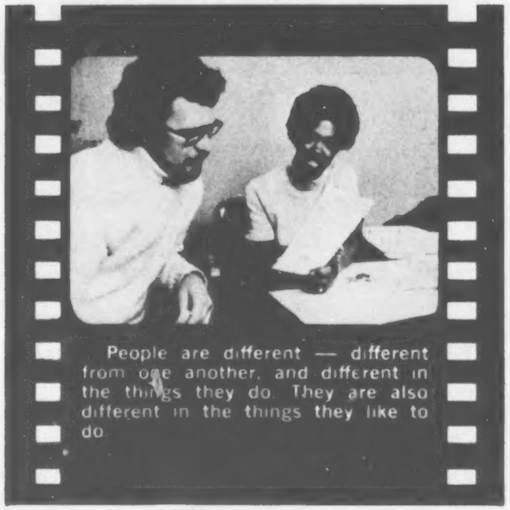
Actiivty A (25-30 minutes)

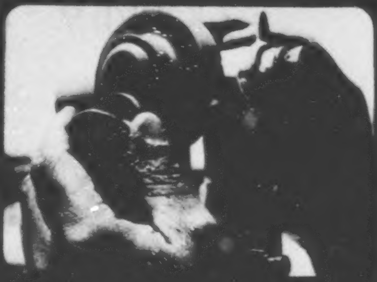
In this activity, you will view a filmstrip, **"Work Activities."** This filmstrip presents examples of the ten different types of work activities. These examples show the different types and how workers feel about performing them.

1. You can use the following "Instant Replay" as a review of the main points in the filmstrip.

1. Show the filmstrip "Work Activities." The "Instant Replay" is provided so students may refer to the major ideas presented in the filmstrip. It also presents these ideas to students who were absent during the filmstrip presentation.

instant replay


People are different — different from one another, and different in the things they do. They are also different in the things they like to do.

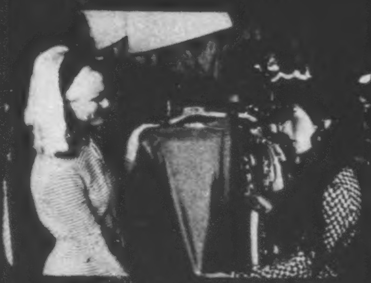


All people prefer certain types of activities and specific kinds of work.

TeN TYPeS OF ACTIVITIeS

Work activities can be grouped into ten different types. The tasks people do in all occupations can be related to these ten types of activities. You can use these types to explore occupations.

The first type of activity involves things and objects — flying a plane, making clothes, or surveying. People handle, make, repair, or inspect objects and things.



There are people whose work involves business contact, such as selling, buying, or negotiating.

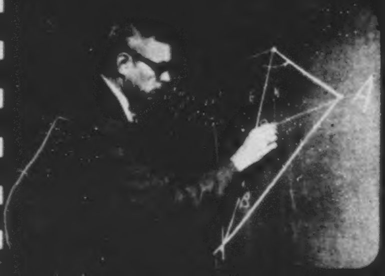
Others have a strong desire for routine, definite, and organized activities.

If you like to help people meet their needs, you might prefer activities involving direct personal contact to help or instruct others.

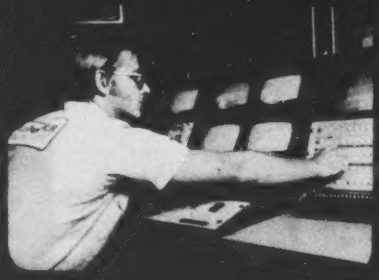
Another type of activity results in workers gaining appreciation from others.

Some people prefer activities involving the communication of ideas, either verbally or through music, art, and other media.

Other activities are of a scientific or technical nature.



There are many workers who deal with theories, values, and aesthetics — who do creative thinking.



Some people prefer to work with processes, methods, or machines.

The tenth type of activity involves people working on or producing things. Activities such as making, repairing, installing, and growing things end in a tangible result.

These ten types of activities represent the interests and preferences of most people. What types do you prefer?

2. Students should be made to feel free to express **their own feelings,** while respecting the feelings of other students.
   a. Enjoyment of job tasks is directly related to job satisfaction and success.
   b. Examples would be hobbies, sports, leisure time activities, home and family activities, volunteer work in the community, etc.
   c. By observing or talking with workers, relating personal non-work experiences, and through vicarious means such as reading, films, television, etc.

2. Discuss the filmstrip, using the following questions as a guide. Feel free to express your own feelings while respecting the feelings and opinions of others.

   a. Why is it important for workers to like most of the tasks they do on their jobs?

   b. If a person enjoys doing a certain type of activity, how can it be done other than on the job?

   c. How can you find out what work activities would interest you without trying them in a job?

activity B

Relating Work Activities to Your Experiences

In your daily life, you see examples of work activities. You observe people working and may talk to them about their job. You may be working or have work experience. You also have experiences similar to work activities in school or with your hobbies and other things you do. This activity can help you understand the ten types of work activities by relating your experiences to them.

1. You will use both your text and Activity Booklet. Turn to the Relating Work Activities to Your Experiences form on page 19 of your Activity Booklet.

   a. Read the Work Activity Descriptions starting on page 140 of your text.

   b. In your Activity Booklet, list the related experiences you have had with each type of activity.

   c. You have observed workers doing each type of activity. List the titles of their occupations in your Activity Booklet. Use the following example as a guide.

Activity B (25-30 minutes)

Discuss with the students how they can relate their experiences to the types of work activities.

1. Review the activity's directions with the students. Stress the importance of reading the description before relating experiences to it.

EXAMPLE

1. ACTIVITIES DEALING WITH THINGS AND OBJECTS.

My Experiences: repairing a bicycle, building models, driving a car, mowing the lawn, typing

Occupations Observed: Auto Mechanic, Truck Driver

2. ACTIVITIES INVOLVING BUSINESS CONTACT.

My Experiences: selling candy, selling tickets for school play, paper route

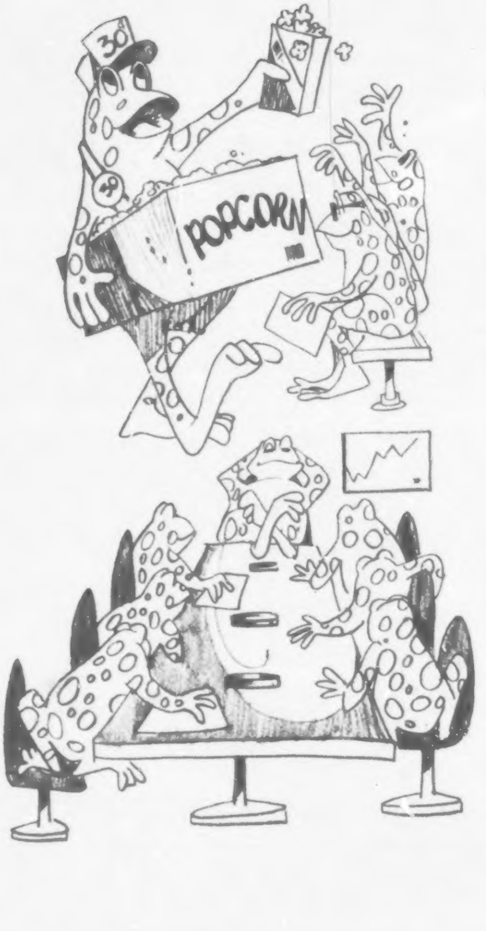
Occupations Observed: Bank teller, Taxi Driver, Salesperson, Hotel Clerk, Cosmetologist

1. ACTIVITIES DEALING WITH THINGS AND OBJECTS.

Workers do physical work with materials and products. They often use instruments, tools, machines, or vehicles. They may lift, pull, and push. They may do more complex tasks such as adjusting and controlling things. Also, workers may use knowledge and reasoning skills to make judgments and decisions.

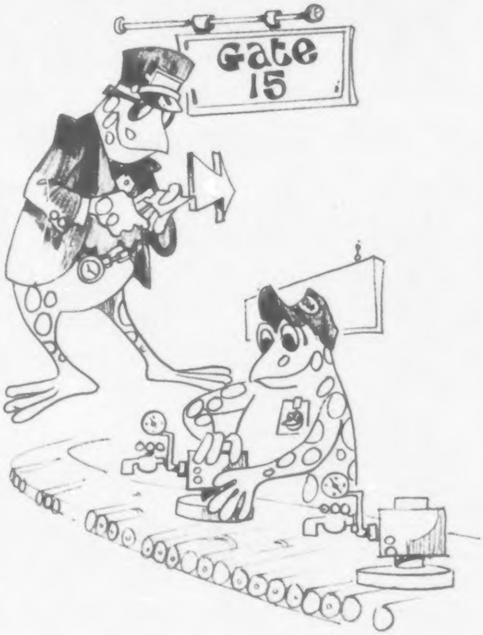
2. ACTIVITIES INVOLVING BUSINESS CONTACT.

Workers deal with others in various situations. They set up business contacts to sell, buy, talk, listen, promote, and bargain. To follow through, workers gather, exchange, or present ideas and facts about the products or services.



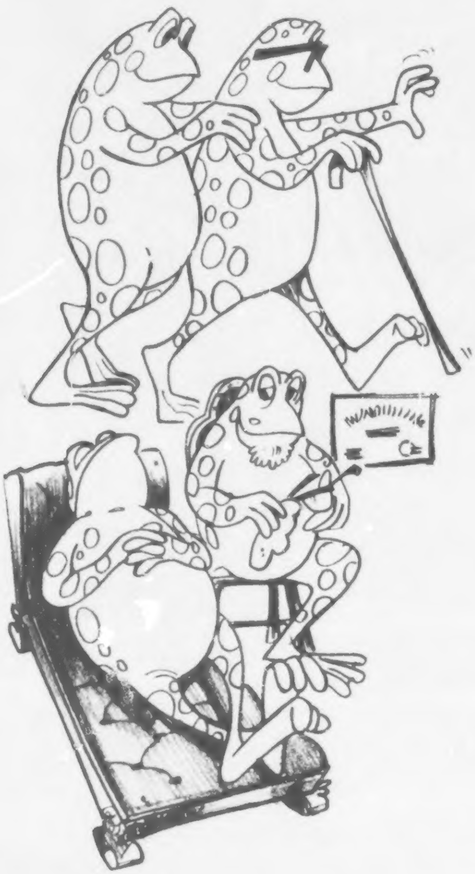
3. ACTIVITIES OF A ROUTINE, DEFINITE, ORGANIZED NATURE.

Workers usually repeat the same task many times. These tasks can often be done in a short time. Workers are usually organized to get the most work done in the least time. In general, assignments and methods are set up in advance. The worker seldom makes decisions about the work.



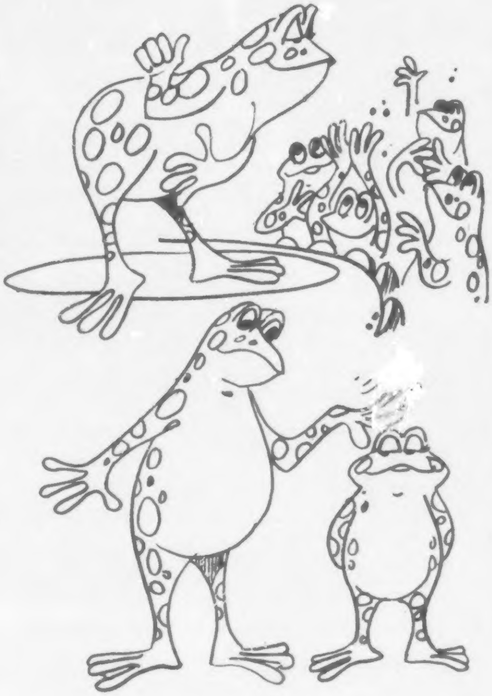
4. ACTIVITIES INVOLVING DIRECT PERSONAL CONTACT TO HELP OR INSTRUCT OTHERS.

Workers help to maintain or improve the physical, mental, emotional, or spiritual well-being of others. Workers need to speak and listen well. They may communicate simple ideas. They may also deal with complex principles of human growth in order to teach, train, or help others. Some workers may care for or train animals.



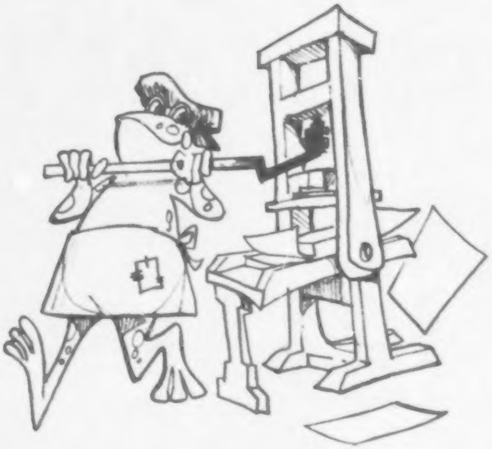
5. ACTIVITIES RESULTING IN RECOGNITION OR APPRECIATION FROM OTHERS.

Workers may lead, plan, control, or manage the work of others. Some workers may be involved in acting, ing, sports, art, or music. As a result, they gain prestige, recognition, or appreciation from others. In most cases, workers are involved at a high level with data and people.



6. ACTIVITIES INVOLVING THE COMMUNICATION OF IDEAS AND INFORMATION.

Workers present ideas and information to others through writing, acting, music, or designing. They may inform others through radio or television. Workers may also be in direct contact with the people they inform.



7. ACTIVITIES OF A SCIENTIFIC AND TECHNICAL NATURE.

Workers may conduct research and analysis, and evaluate, explain, and record scientific information. They may use scientific or technical methods, instruments, and equipment in their work.

abc
Ca+2H2O=
Ca(OH)2+H2

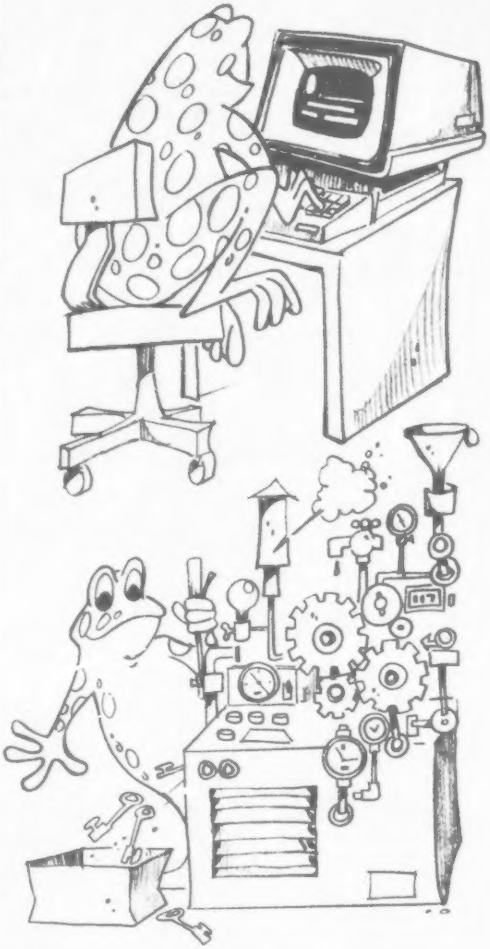
8. ACTIVITIES INVOLVING CREATIVE THINKING.

Workers use complex mental skills to create new knowledge or new ways to apply what is already known. They may solve difficult problems or design projects and methods. Workers may use new ways to express ideas, feelings, and moods. They may also use imagination to create ideas and objects.

WORK or PLAY
WORK or PLAY
WHICH DO I
WANT TO DO
TODAY ?

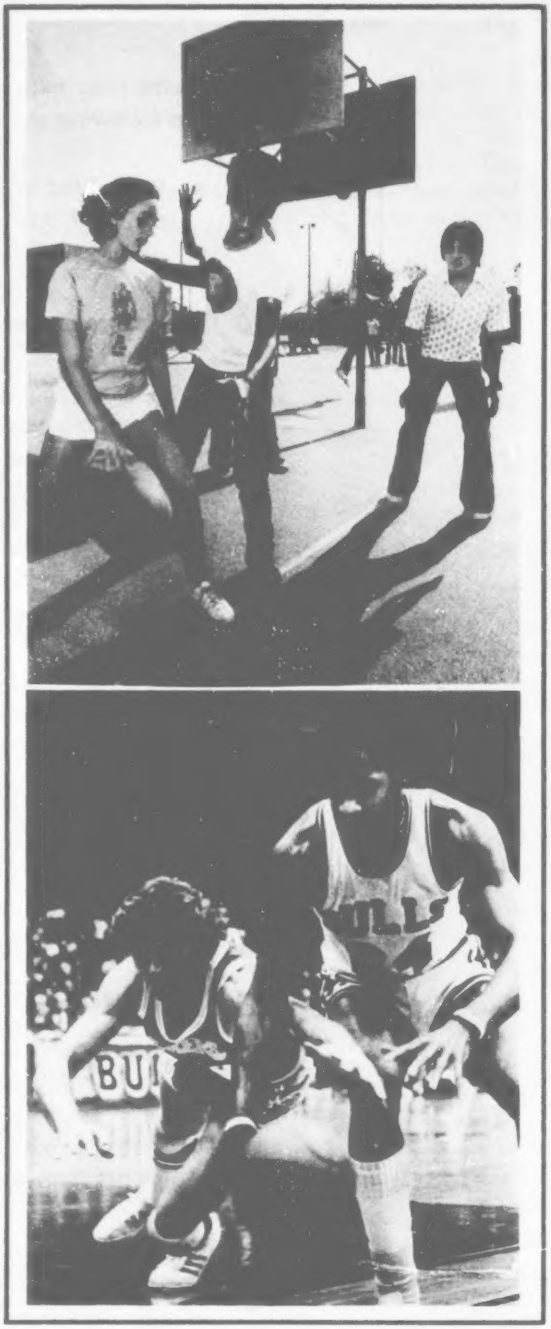
9. ACTIVITIES INVOLVING PROCESSES, METHODS, OR MACHINES.

Workers may plan, schedule, process, control, direct, and evaluate data and things. There may be contact with people, but dealing with people is not important to the work.



10. ACTIVITIES INVOLVING WORKING ON OR PRODUCING THINGS.

Workers use physical skills to work on or make products. Often tools, machines, or measuring devices are used to make or change a product. Workers may build, repair, alter, or restore products.



The same kind of activity can be found in different settings.

2. The discussion should help students understand that the same kinds of tasks are found in both occupational and nonoccupational settings, and realize that they have experienced many of the types of activities.

2. Share your experiences and observations with the class. Use the following questions as a guide.

   a. What kind of **personal experiences** have you had with each activity? Are your experiences **different** from other students'?

   b. Has your **observation** of workers on the job been **limited**? Why?

   c. How does your **interest** in each of the ten types of activities **influence** your experiences? Why?

activity C

Activity C (25-30 minutes)

Identifying the Work Activities You Prefer

1. Review the checklist instructions with the class, calling attention to the two parts. You may need to explain the rating scale in Part 1 and how students should use the activity number to list their preferences from first choice to last in Part 2.

This activity will help you **identify** how you **feel** about each type of work activity. It will also help you decide which types you prefer.

1. Turn to the Work Activity Preference Checklist on page 21 of your Activity Booklet. Read the directions and the entire checklist **before** completing it. The checklist has **two** parts with directions for each part.

a. Follow the directions and complete Part 1. **Circle** the rating which describes how you feel about each type of work activity. **There are no right or wrong answers.**

b. Follow the directions and complete Part 2. List, in the **order of your preference,** the ten types of activities.

2. Review your ratings of the activities in Part 1. In how many activities did you express an **interest**? **Why** do you like them? If you do not like some activities, it is important to understand **why**. Explain your answer.

3. Review how you listed the activities in order of your preference in Part 2. Was it **difficult** to list activities for the **fourth** to **seventh** choice? If so, why?

4. What did you learn about yourself by completing the checklist?

activity D

Exploring Worker Trait Groups

Knowing what kinds of activities you prefer can help you find **occupations you might like.** In this activity, you will look at the Worker Trait Groups related to the types of activities you prefer. You are **exploring, not choosing** groups of occupations.

2. It is important for students to know **why** they **like** or **dislike** activities. Is it because of bad experiences which may not be typical? Is it because of limited experiences?
3. It is easier to identify what we like and dislike, the extremes.
4. Answers will vary.
5. (Optional) If time permits, you may want to have the students look at the sex bias they may have toward Work Activities.
   a. Ask the students to show their preference for each Work Activity by a show of hands as each is read off.
   b. Count the number of girls and the number of boys who express a high interest (+2) in each Work Activity. Record the results on the chalkboard. You may have to change the results to percentage figures to compare them.
   c. Ask the students to look for differences in Work Activity preferences between males and females and to discuss why they think these differences occur. Be sure students recognize that these differences are not based on ability. They may be based on different experiences or on social bias. In all activities, where possible, changing ideas and the elimination of sex bias should be discussed and encouraged.

Activity D (25-30 minutes)

It is important that students understand they will be identifying groups of occupations for exploration. They need to keep an open mind.

1. Make sure the students understand what the activity type numbers are and where they are located.

1. Turn to the Worker Trait Group Selection Chart on page 43 of your Activity Booklet. Look at **Column 2, Work Activities.** Notice the **numbers** in the column across from each Worker Trait Group. These numbers are those assigned to the work activities. **Only** the **important** activities are listed for each Worker Trait Group. You used these numbers when you listed the activities in the order of your preference in Activity C.

2. Make sure students use only Column 2.

2. Turn to the Work Activity Preference Checklist on page 21 of your Activity Booklet. Use the checklist to complete Column 2 of the Worker Trait Group Selection Chart.

   a. In Part 2 of the checklist, locate the activity type **number** you listed in the box as your **first choice.** Remember or write that number down.

   b. Go down Column 2 on the Worker Trait Group Selection Chart. **Circle** that number **each time** it appears.

   c. Repeat this process for your **second** and **third choice.** You may also wish to circle your fourth choice. Use your **fourth** choice if you rated it a **+2** (like very much). Or, use your fourth choice if it was difficult to separate it from your third choice.

3. Students should cross out only those activities they would not want to do on a job.

3. You may **dislike** some of the work activities. Locate the **number** of your **last choice** on your checklist. If you would not want to do the activity as part of a **job, cross out the number.** Do this by placing an "X" through the number **each time** it appears in Column 2. You may cross out any other numbers assigned to activities you would not want to do.

4. Students may find similarities between the interests checked in Column 1 and the circled activities in Column 2. They may also have identified groups of occupations which they have not considered before.

4. Column 2 now shows your likes and dislikes for the important work activities related to each Worker Trait Group. Review the Worker Trait Groups you checked in **Column 1, Expressed Interests,** of the same chart.

a. Do you **like** the important work activities related to these groups?

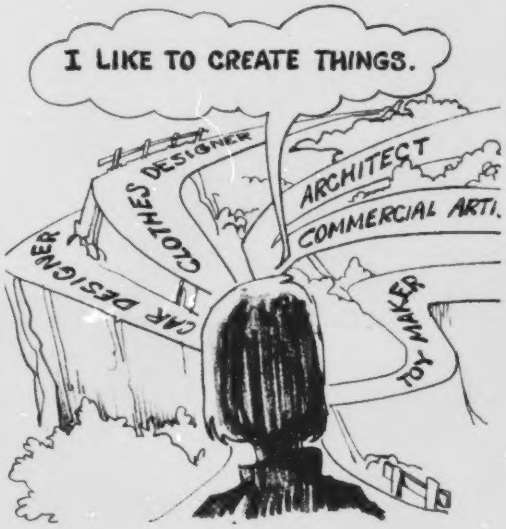
b. Does **Column 2** reveal any **new** Worker Trait Groups which interest you and were not checked in Column 1?

c. What have you learned about your **interests** in work activities?

5. Share and discuss your findings with the class. If you wish to read brief descriptions of any of the Worker Trait Groups, turn to Appendix B of your text. You will explore these groups further in the next units.

unit summary

Occupations can be related to one or more types of work activities. Job analysts have found the most important types of activities related to each Worker Trait Group. A **worker's interest** in doing these types of activities is **directly related to job performance** and satisfaction. Knowing what types of activities you prefer can help you find groups of occupations to explore. Also, as you explore, you may find new interests.



5. Discussion should center around patterns of interests. The main emphasis will be placed on exploration when the Worker Trait Group Selection Chart is completed. However, students should be encouraged to explore any groups in which they are interested. Exploration at the occupational level may take place outside of class time, using the procedures suggested in Activity E, Unit V.

unit summary

You may want to stress that workers' interest in the types of activities related to their occupations affects their job performance.

You may also want to review the unit's activities with the students.

major competencies

As a result of the activities in Unit VII, the students should be able to do the following:

1. Describe personal and observed experiences related to the types of work situations (Activities A, B).
2. Identify a preference for one or more of the ten types of work situations (Activity C).
3. Identify work situations to which they could not easily adapt and would prefer to avoid (Activity C).
4. Identify Worker Trait Groups that are compatible with preferred work situations (Activity D).
5. Identify Worker Trait Groups related to work situations they prefer to avoid (Activity D).

Unit VII Readability

Unit VII has been tested for readability with the following results:

	Grade Level
Flesch	8.5
Farr-Jenkins-Patterson	9.5
Danielson-Bryan	7.3

equipment and materials

The following equipment and materials are needed for the activities in Unit VII.

Teachers will need:

Filmstrip projector/screen
(Activity A)
Cassette tape player
(Activity A)
FS/CASS "Work Situations"
(Activity A)

Students will need:

Student text
(for all activities)

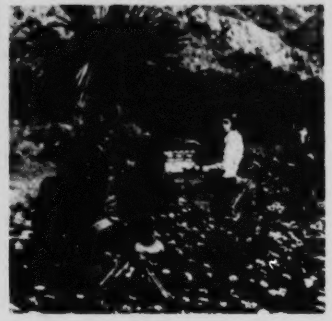
- Activity Booklet
(Activities B, C, D)
- Please caution students **not** to tear pages out **except** where told to do so.

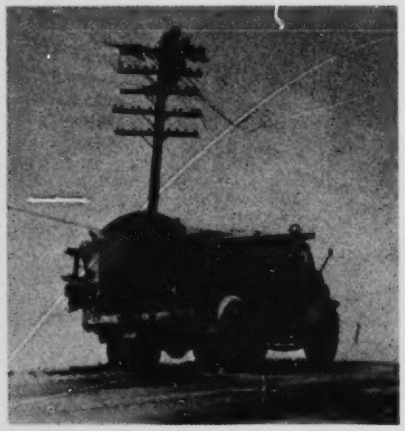
UNIT VII

Work Situations

unit introduction

Many different **demands** are made upon workers. These demands can be grouped into **ten basic types of work situations.** In this unit, you will be able to learn about these types of situations. You can relate your **own experiences** to the situations and decide how you **feel** about each of them. This information can help you in your **career exploration.**





Workers must be able and willing to adapt to various situations.

overview

WHAT

The **concept** in this unit is:

Work situations.

HOW

The **activities** in this unit are:

- watching and responding to a filmstrip.
- relating your experiences to work situations.
- identifying your work situation preferences.
- identifying Work Trait Groups related to your work situation preferences.

WHY

The **goal** in this unit is to help you use the work situations you prefer in career exploration.

key terms

Adapt – to make fit, often by modifying.

Work situations – the setting or conditions in which work activities are performed.

planning and preparation

The projected time allotment for the presentation of the unit concept is as follows:

Concept	Activities	Time
Unit Concept	A	½ period
	B	½ period
	C	½ period
	D	½ period

TOTAL TIME: 2 class periods.

unit introduction

Ask students to read and discuss the unit introduction.

overview

Ask students to examine the overview. Explain that it shows **what** they can do in Unit VII, **how** they can do it, and **why.**

key terms

It is important that the students understand these terms as they begin working on the activities in this unit.

Unit Concept

The activities in this unit focus on the types of work situations. Ask students to read and discuss the description of the concept.

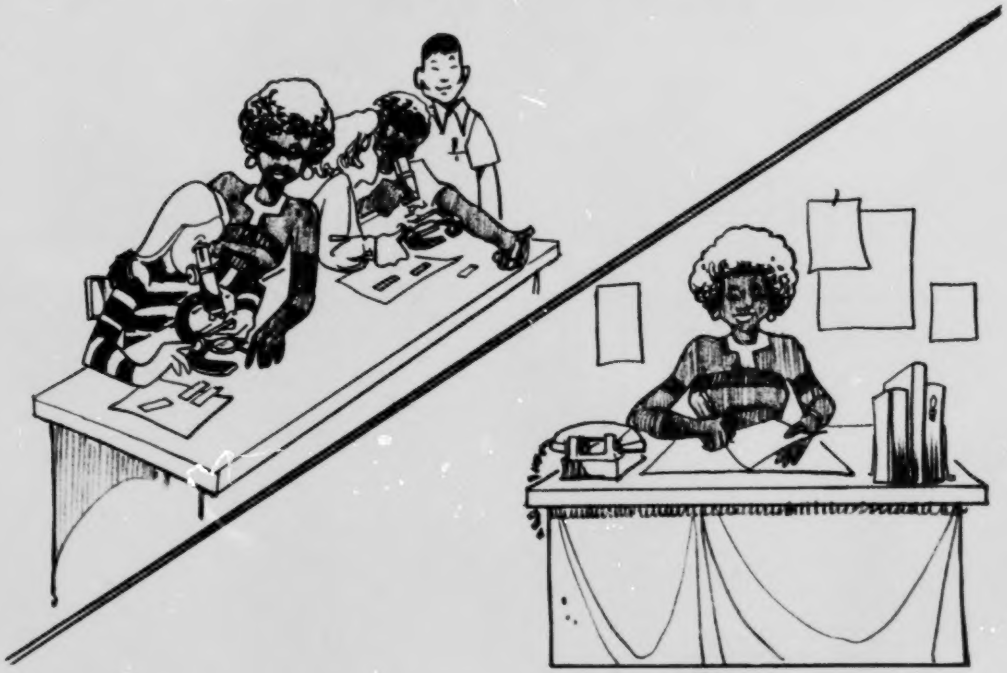
Concept

Work Situations

The work involved in any occupation takes place under certain **conditions.** These conditions or **situations** place **demands** on the workers. The workers must **adapt** to the **demands** of the **work situation** if they are to perform the work **well.** The **ease** with which workers adapt to these demands affects the workers' satisfaction with the situation.

There are **ten basic types** of **work situations.** You are more likely to find **satisfying work** if you know to which situations you can **most easily adapt.**

Education may take place in different work situations.



activity A

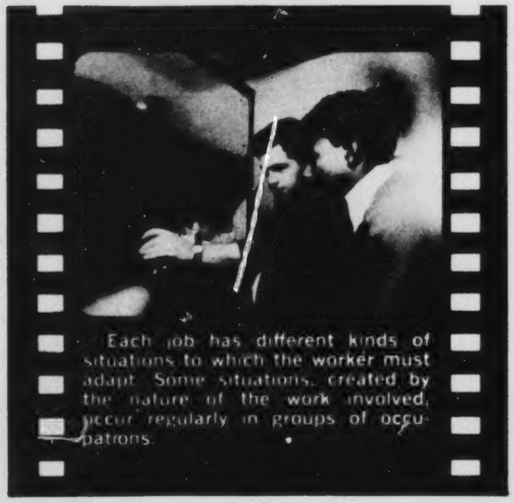
Exploring Work Situations

Activity A (25-30 minutes)

In this activity, you will view a filmstrip, **"Work Situations."** This filmstrip describes ten different types of work situations. It can help you see what situations you **prefer** and what situations you want to **avoid.**

1. You can use the following "Instant Replay" as a review of the main points in the filmstrip.

instant replay



Each job has different kinds of situations to which the worker must adapt. Some situations, created by the nature of the work involved, occur regularly in groups of occupations.

1. Show the filmstrip "Work Situations." The "Instant Replay" is provided so students may refer to the major ideas presented in the filmstrip. It also presents these ideas to students who were absent during the filmstrip presentation.

Some jobs, such as that of the business agent, involve performing duties which change frequently.

In some situations, workers must do the same tasks over and over. These tasks need to be done in a set, routine procedure or sequence and can be done in a short time. The insurance clerk and the fire fighter deal with these situations.

The headwaiter directs, controls, and plans the work of others.

Some workers, such as music teachers or city managers, have job duties dealing with people.

Teachers and writers influence people's opinions, attitudes, or judgments about ideas or other people.

Another type of situation requires people to work well under pressure. Workers may face critical or unexpected situations. They may have to take risks. Crossing guards and surgeons work in this type of situation.

A photographer or a school principal has to be able to make decisions using personal judgments.

Production inspectors and postal clerks use standards that can be checked, rather than personal judgment to make decisions.

Some situations require workers to interpret feelings, ideas, and facts from a personal point of view. Designers and actors must adapt to such situations.

Sanitary engineers and stenographers need to work within precise limits or standards of accuracy.

More than one type of situation applies to a single occupation. For example, teachers influence people's opinions, attitudes, and judgments, but also direct, control, and plan activities. They also evaluate information, using both personal judgment and measurable criteria.

2. The following comments contain content cues and suggestions for the discussion.
    a. Inability to meet the demands of a work situation prevents workers from performing satisfactorily. In addition, workers are not likely to be happy in situations to which they have trouble adapting.
    b. By observing or talking with workers, relating personal non-job experiences, and through such vicarious means as reading, movies or television.
    c. Students may use their preferences to evaluate occupations.

Activity B (25-30 minutes)

Discuss with the students how they can relate their experiences to the types of work situations.

2. Discuss the filmstrip, using the following questions as a guide.
    a. Why is it important for workers to be **able** to **adapt** to work situations?
    b. How can you **find out** what types of work situations you prefer without trying them in a job?
    c. How can knowing what types of situations you prefer help you explore occupations?

activity B

Relating Work Situations to Your Experiences

In your daily life, you are exposed to different work situations. You see people at work, adapting to the demands of their work situation. People talk about their jobs and the demands they face. You may be working at a job or may have worked in the past. Also, your own activities in school, in hobbies, or other areas involve you in similar situations. This activity can help you understand the ten types of work situations by relating your experiences to them.

1. You will use both your text and Activity Booklet. Turn to the Relating Work Situations to Your Experiences form on page 22 in your Activity Booklet.

   a. Read the Work Situation Descriptions starting on page 158 of your text.

   b. In your Activity Booklet, list the related experiences you have had with each type of situation.

   c. You have observed workers involved in each type of situation. List the titles of their occupations in your Activity Booklet. Use the following examples as a guide.

EXAMPLE

1. PERFORMING DUTIES WHICH CHANGE FREQUENTLY.

My experiences: repairing a bicycle, building models, driving a car, mowing the lawn

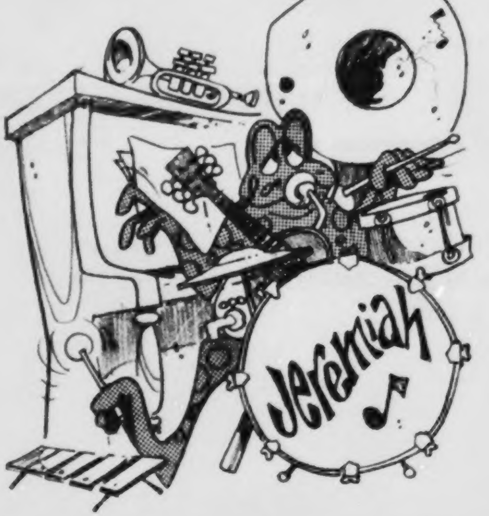
Occupations Observed: Auto Mechanic, Truck Driver

2. PERFORMING ROUTINE TASKS.

My experiences: selling candy, selling tickets for school play, paper route

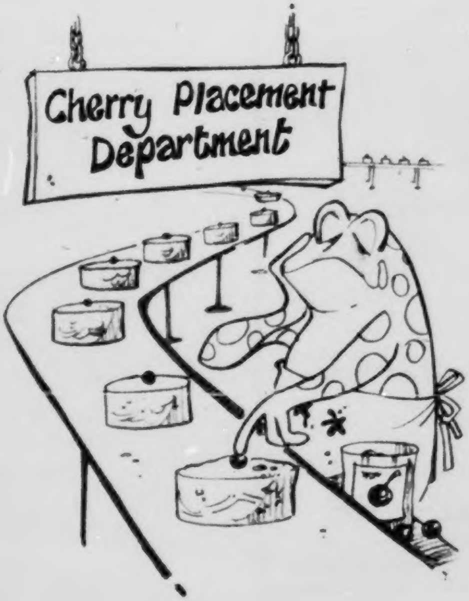
Occupations Observed: Bank teller, Taxi Driver, Salesperson, Hotel Clerk, Cosmetologist

1. Review the activity's directions with the students. Stress the importance of reading the description before relating experiences to it.



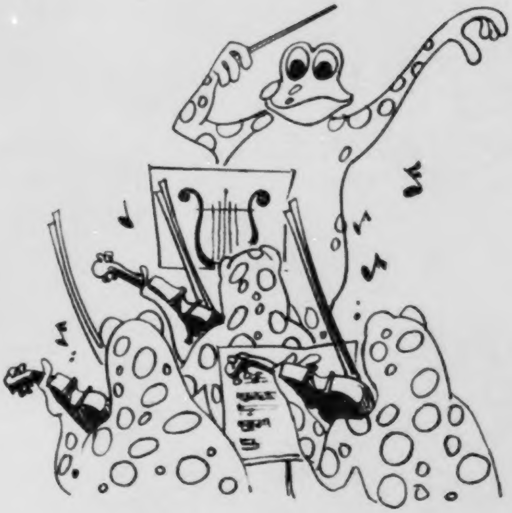
1. PERFORMING DUTIES WHICH CHANGE FREQUENTLY.

Workers perform a variety of duties, often changing from one task to another. The variety of duties requires workers to use different skills, knowledge, and abilities. They may need to use different methods or materials. They may also have to change work locations. In changing tasks, workers must be efficient and remain calm.



2. PERFORMING ROUTINE TASKS.

Workers do the same tasks over and over. They may not change the tasks or the order in which they do them. Work assignments are of short duration and follow a required method or sequence. Very little judgment is required.

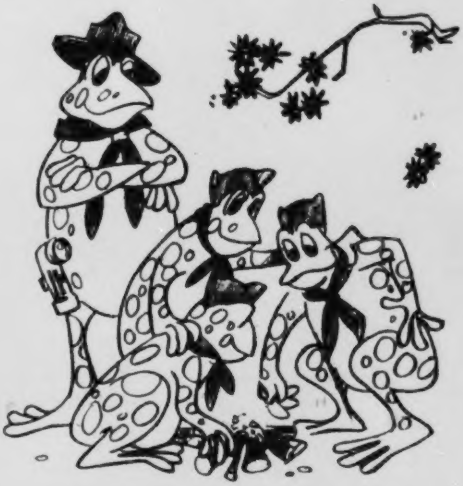


3. PLANNING AND DIRECTING AN ENTIRE ACTIVITY.

Workers plan, direct, or control an entire activity, project, or program. As leaders, they coordinate, supervise, and are responsible for the work of others. They make decisions and keep up-to-date on new information about their work.

4. DEALING WITH PEOPLE.

Workers deal directly with other people. They must interact with people at a higher level than giving or taking instructions. Workers must be pleasant and helpful in their contacts with people.



FROG
LEADERSHIP
VOTE
F.R.A. NOW
DON'T TAX LILY PADS!
Swamplan
Swam

5. INFLUENCING PEOPLE'S OPINIONS, ATTITUDES, AND JUDGMENTS.

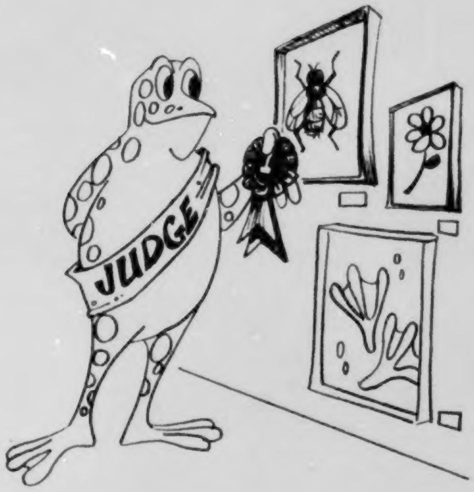
Workers influence people by changing their thinking and behavior. Workers must be able to understand people and communicate with them. They influence how people feel about a product, a service, or other people. This influence is achieved by providing new information or ideas in a direct or indirect way.

6. WORKING UNDER PRESSURE.

Workers deal with situations involving potential danger and risk. Workers must maintain self-control and take decisive action in unexpected or critical situations. They may also be involved with tasks in which speed and close attention to detail create pressure.

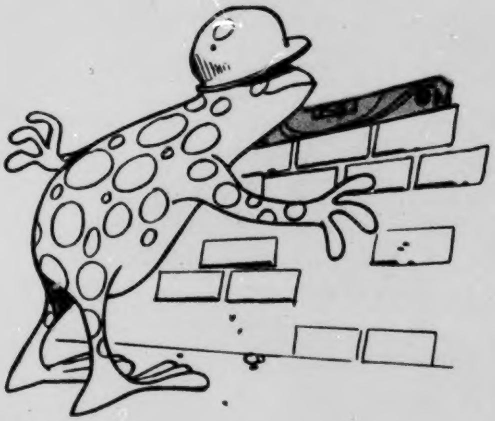
7. MAKING DECISIONS USING PERSONAL JUDGMENT.

Workers use personal judgment and the five physical senses to make decisions. No standard or right answers exist upon which to base the decisions. Decisions are based upon the training, experience, or aesthetic values of the workers.



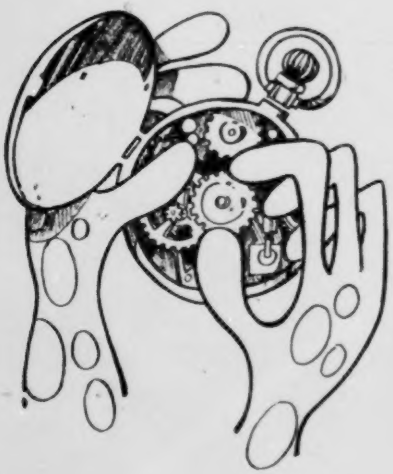
8. MAKING DECISIONS USING STANDARDS THAT CAN BE MEASURED OR CHECKED.

Workers make decisions based upon information or standards that can be measured or checked. Facts and set procedures are used rather than personal judgment.



9. INTERPRETING AND EXPRESSING FEELINGS, IDEAS, OR FACTS.

Workers use creative thinking to interpret and express feelings, ideas, or facts. Some workers focus on the process they use to communicate, such as speaking, singing, or acting. Others communicate through products, such as photographs, designs, songs, or paintings.



10. WORKING WITHIN PRECISE LIMITS OR STANDARDS OF ACCURACY.

Workers must pay strict attention to details. Tasks must be completed with accuracy within exact standards or time limits. The quality of the product or service is directly related to the performance of the workers.

2. **Share your findings with the class. Use the following questions as a guide.**

   a. What **personal experiences** have you had with each activity? Are your experiences **different** from those of other students?

   b. Were you **able to adapt** to some situations better than to others? What did you have to do to adapt?

   c. How did the type of situation you were in **affect** your performance?

   d. How can **knowing how you adapt** to different situations help you in career exploration?

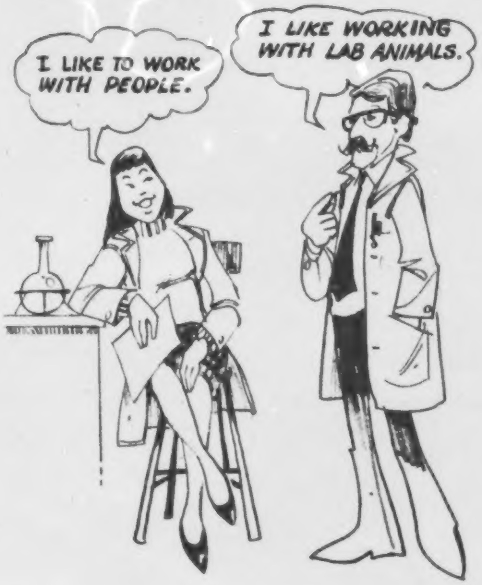
2. This discussion should help students realize that people differ in the way they adapt to certain situations. The ease or difficulty with which workers adapt to situations can affect their work performance.

activity C

Identifying the Work Situations You Prefer

Activity C (25-30 minutes)

People differ in their readiness and ability to adapt to work situations. This activity will help you state your feelings toward each of the types of work situations.


I LIKE TO WORK WITH PEOPLE.
I LIKE WORKING WITH LAB ANIMALS.

People may prefer different work situations.

1. Review the checklist instructions with the class, calling attention to the two parts. You may need to explain the rating scale in Part 1 and how students should use the situation number to list their preferences from first choice to last in Part 2.

2. It is important that students understand **why** they like and dislike situations. They may have had bad experiences which may not be typical of a situation. Or, their experience may be too limited.

3. It is easier to identify what we like and dislike, the extremes.

4. Answers will vary.

1. Turn to the Work Situation Checklist on page 24 of your Activity Booklet. Read the directions and the entire checklist **before** completing it. The checklist has **two** parts with directions for each part.

   a. Follow the directions and complete Part 1. **Circle** the rating which best describes how you feel about each type of work situation. **There are no right or wrong answers.**

   b. Follow the directions and complete Part 2. List, in the **order of your preference,** the ten types of work situations.

2. Review your ratings of the situations in Part 1. For how many situations did you express a **preference** (+1 or +2)? **Why** do you **like** them? For how many situations did you express **dislike** (−1 or −2)? **Why** do you **dislike** them?

3. Review the way you listed the situations in order of your preference in Part 2. Was it **difficult** to list situations for the **fourth** to **seventh** choice? If so, why?

4. What did you learn about yourself by completing the checklist?

activity D

Exploring Worker Trait Groups

Activity D (25-30 minutes)

Remind students that they are exploring, not choosing occupations.

Knowing **which situations** you **prefer** and want to **avoid** can help you **find occupations** you **like.** In this activity, you will look at the Worker Trait Groups related to situations you prefer. You will be **exploring** rather than **choosing** groups of occupations.

1. Turn to the Worker Trait Group Selection Chart on page 43 of your Activity Booklet. The **numbers** listed in **Column 3** of the chart represent the **ten types of work situations.** You used these numbers when you listed the situations in order of preference in Activity C.

2. Turn to the Work Situation Checklist on page 24 of your Activity Booklet. Use the checklist to complete Column 3 of the Worker Trait Group Selection Chart.

    a. In Part 2 of the checklist, find the situation type **number** you listed as your **first choice.**

    b. Go down column 3 on the Worker Trait Group Selection Chart. **Circle** that number **each time** it appears.

    c. Repeat this process for your **second** and **third choice.** You may also wish to circle your **fourth choice.** Use your fourth choice if you rated it **+2** (could adapt readily). Or, use your fourth choice if you had a hard time deciding between it and your third choice.

1. Make sure students understand what the work situation type numbers are and where they are located.

2. Make sure students use only column 3.

3. Students may find they like and dislike work situations related to the same Worker Trait Group. They may also have identified Worker Trait Groups which they have not considered before.

4. Discussion should center around work situation preferences. The main emphasis will be placed on exploration when the Worker Trait Group Selection Chart is completed. However, students should not be discouraged from exploring any group in which they are interested. Exploration at the occupational level may take place outside of class time, using the procedures suggested in Activity E, Unit V.

   d. You may dislike some of the work situations. Locate the **number** of your **last choice** on your checklist. If you do **not** want a job involving this situation, cross out the number. Do this by placing an "X" through the number **each time** it appears in Column 3. You may cross out the numbers assigned to any other situations in which you do not want to work.

3. Column 3 now shows your likes and dislikes for the work situations related to each Worker Trait Group. Compare your work situation preferences to the interests you expressed in Units V and VI.

   a. Look at the Worker Trait Groups you checked in **Column 1, Expressed Interests,** of the same chart. Do the work situations related to these groups **include** those you **like**? Are any work situations you **dislike** associated with these groups?

   b. Look at the Worker Trait Groups for which you **circled** work activities in Column 2. Do the situations related to these groups include those you **like**? Are there situations related to these groups which you dislike and wish to avoid?

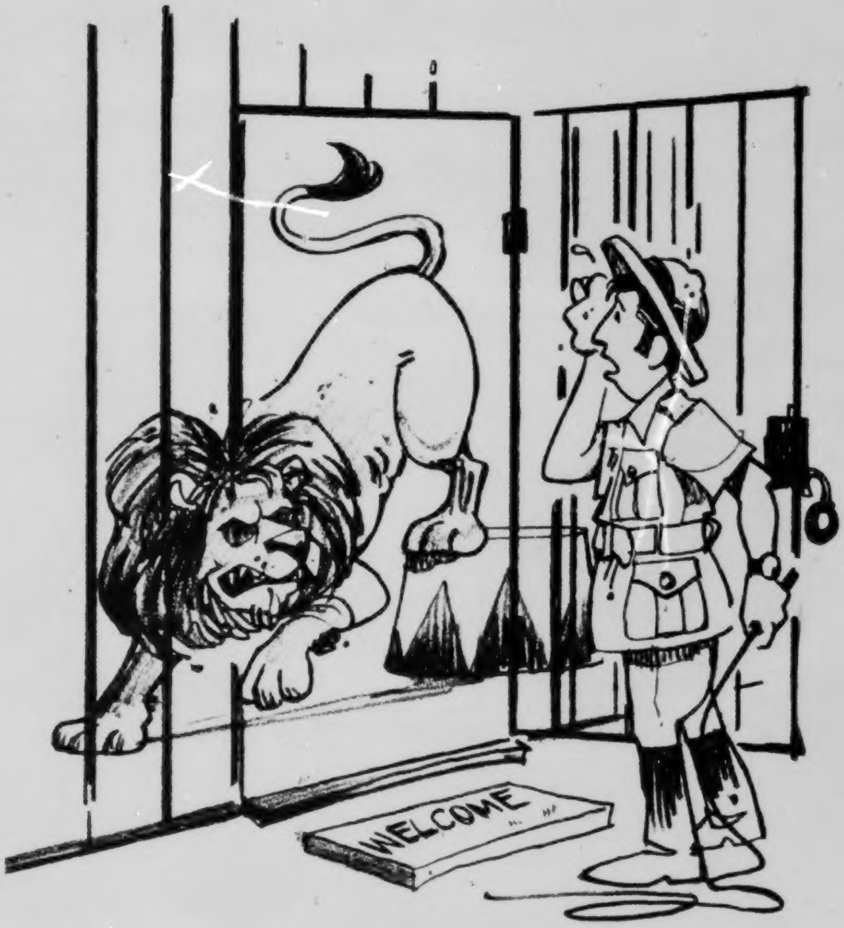
   c. Does Column 3 reveal any **new** Worker Trait Groups which interest you?

   d. What have you learned about your preferences for work situations?

4. Share and discuss your findings with the class. If you wish to read brief descriptions of any of the Worker Trait Groups, turn to Appendix B of your text. You will explore these groups further in the next units.

unit summary

Occupations can be related to **one** or **more** types of work situations. Your ability to **adapt** to these types of situations affects your work performance. You may **not** be **able** or **willing** to adapt to certain situations. In such cases, you are not likely to find work involving these situations satisfying. You can find occupations **likely to be satisfying** by knowing the **work situations you prefer** and **relating** them to **Worker Trait Groups.**



unit summary

You may want to stress that workers' ability or lack of ability to adapt to certain work situations affects the workers' performance.

major competencies

As a result of the activities in Unit VIII, students should be able to do the following:

1. Differentiate between credentials and competencies; describe how they are acquired and how they affect getting and keeping a job (Activities A, B).
2. Describe data requested by employers (Activity C).
3. Assess personal credentials and competencies (Activity D).
4. Relate interest in school subjects to Worker Trait Groups (Activity E).
5. Confirm preferred Worker Trait Groups on basis of school subjects (Activity F).
6. Identify Worker Trait Groups that do and do not meet their preferences for education and training (Activity G).

Unit VIII Readability

Unit VIII has been tested for readability with the following results:

	Grade Level
Flesch	8.5
Farr-Jenkins-Patterson	8.8
Danielson-Bryan	7.3

equipment and materials

The following equipment and materials are needed for the activities in Unit VIII.

Teachers will need:
Filmstrip projector/screen
(Activity A)
Cassette tape player
(Activity A)
FS/CASS "Credentials and Competencies: Get Ready, Get Set — Go!"
(Activity A)

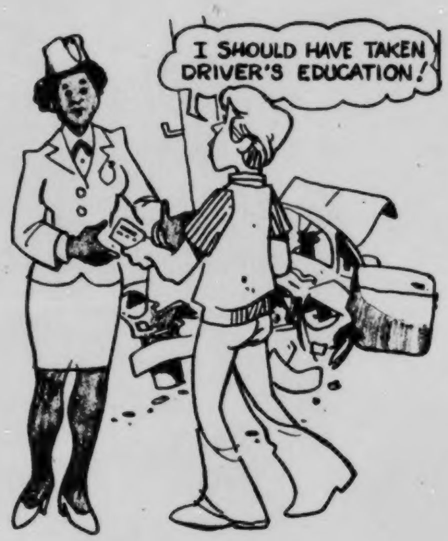
Students will need:
Student text
(for all activities)
- Activity Booklet
(Activities E, F, G)

UNIT VIII

Credentials and Competencies

unit introduction

You may not always find it easy to relate school subjects to the skills you need to have the lifestyle you want. This unit can help you apply what you learn in school to your career. The time you spend in school is part of your career. The **knowledge** and **skills** you obtain in school can **affect** your career.


I SHOULD HAVE TAKEN DRIVER'S EDUCATION!

What you learn in school can affect your future.

overview

WHAT	HOW
The **concepts** in this unit are:	The **activities** in this unit are:
1. Competencies and credentials.	● watching and discussing a filmstrip. ● applying your understanding of credentials and competencies.
2. The importance of competencies and credentials.	● looking at items listed on job application forms. ● listing your personal credentials and competencies.
3. Worker Trait Groups related to school subject competencies.	● relating favorite school subjects to Worker Trait Groups. ● relating Worker Trait Groups to school subjects.
4. Competencies and credentials related to your interests.	● exploring preferred Worker Trait Groups on the basis of interests.

WHY

The **goal** in this unit is to help you understand how education relates to career planning.

key terms

Competencies – the things people learn and the skills they develop. Competencies show what a person **can do** and are **useful in keeping jobs.**

Credentials – printed statements that show what a person **should be able to do.** They include such things as diplomas, certificates, and driver's licenses. Credentials are **useful** in **getting jobs.**

Worker Trait Group Guide. This guide is a component of the **Career Information System (CIS),** developed by the Appalachia Educational Laboratory, Inc. and published by McKnight Publishing Company. If your school does not have the other components of the CIS, write McKnight Publishing Company, Bloomington, Illinois, for more information.
(Activities F, G)

- Please caution students **not** to tear out pages **except** where told to do so.

planning and preparation

The projected time allotments for the presentation of unit concepts are as follows:

Concept	Activities	Time
1	A, B	1 period
2	C, D	1 period
3	E	½ period
4	F, G	1½ period

TOTAL TIME: 4 class periods.

unit introduction

Ask students to read and discuss the unit introduction.

overview

Ask students to examine the overview. Explain that it shows **what** they can do in Unit VIII, **how** they can do it, and **why.**

key terms

These terms will be presented in the filmstrip and the activities. It is important that the students understand these terms by the end of Unit VIII.

Concept 1

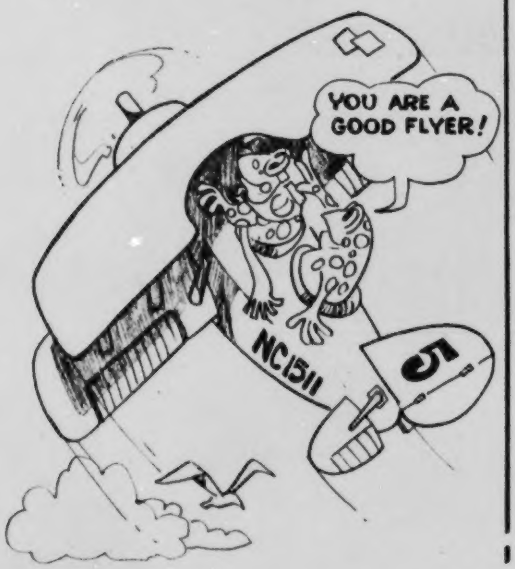
The following activities focus on the importance of attaining competencies while collecting credentials, and demonstrate that both competencies and credentials are useful in a person's career.

Concept 1

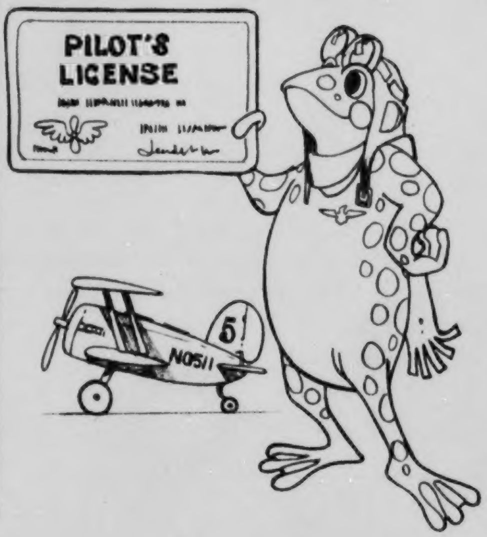
Competencies and Credentials

The things you can do well are your **competencies.** You develop competencies through education, training, and experience. As you develop them, you acquire credits, licenses, or diplomas. These state what you should be able to do and are called **credentials.** Your **abilities** and **achievements** can help you identify your **competencies** and **credentials.**

COMPETENCY.


YOU ARE A GOOD FLYER!
NC1511
5

CREDENTIAL.



activity A

Get Ready, Get Set-Go! **Activity A** (20-25 minutes)

In this activity, you will view a filmstrip, "Credentials and Competencies: Get Ready, Get Set — GO!" The filmstrip shows how credentials and competencies may be acquired. It also shows how they can **affect getting and keeping** a job.

1. You can use the following "Instant Replay" as a review of the main points in the filmstrip.

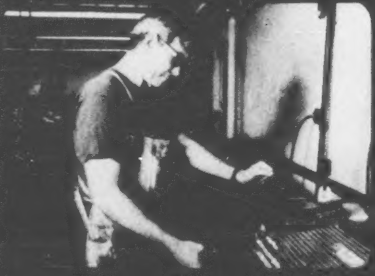
instant replay

Unless you plan to work for yourself, you will apply to an employer for a job. Application forms are designed to help an employer examine the credentials of each applicant.

1. Show the filmstrip "Credentials and Competencies: Get Ready, Get Set — Go!" The "Instant Replay" is provided so students may refer to the major ideas presented in the filmstrip. It also presents these ideas to students who were absent during the filmstrip presentation.

Each year, millions of people attend classes. People receive diplomas, certificates, licenses, and degrees for their efforts. These are credentials which may increase their choices of jobs in the world of work.

Credentials are important in getting a job. Some credentials are required by law for the protection of the public. Employers may require credentials to find the most skilled applicant in as little time as possible.



While credentials may be needed to get a job, they do not always help someone keep a job. To keep jobs, people need competencies. Competencies include all the things people have learned and the skills they have developed.

Since birth, you have been acquiring certain competencies and skills that will help you do a job well. In school, you can refine your competencies to earn a living.

Credentials and competencies are the best insurance a person can have for getting and keeping a job.

2. Discuss the filmstrip. Use the following questions as a guide.

   a. What kinds of **credentials** can a person acquire?

   b. What credentials may be required by **law**?

   c. Why would an **employer** be interested in your credentials?

   d. How can you **acquire** credentials?

   e. Will **credentials** help you **keep** a job once you get it? Why, or why not?

   f. How do credentials relate to **promotion** or **advancement**?

   g. Where, besides in school, can you develop competencies and credentials?

   h. What competencies can you refine in school?

2. The discussion should center on the filmstrip's major concepts. Credentials (diplomas, credit cards, passports, etc.) show what a person should be able to do, and help a person get a job. Employers may use credentials to screen applicants. Credentials may also be necessary for promotion or advancement. Examples of credentials students may have developed outside of school are scout rank, merit badges, lifesaving certificates, athletic and musical awards, and driver's licenses. Competencies are what a person can do. Since birth, each person has been acquiring and developing certain competencies and skills. Competencies help a person keep a job. Skills such as getting along with others, solving problems, and thinking critically can be refined in school.

activity B

Activity B (25-30 minutes)

1. This role playing activity will enable students to synthesize the concepts presented in the filmstrip by utilizing and applying those concepts. Divide students into groups of four or five and direct them to read the activity instructions.

Hiring a Chef

In this activity, you can apply your knowledge of competencies and credentials to a given occupation.

1. Form into groups of four or five students. Assume that your group is in charge of **personnel** for the Stellar Space Station. This station will be staffed with a crew of five people. The space station will serve as a communication center for Earth.

Help Wanted !
Space station Chef
... apply now

2. The space station is in need of a chef. Your group must outline what **competencies** or **skills** are needed for the job and **why** they are needed. Your group must also decide what **credentials** are required. One group member should write down the group's findings on a sheet of paper.

Consider the following questions to find the competencies and credentials needed.

a. Should the chef be **able to withstand** the trip to the space station? What **credentials would show** this? Would any **training** be needed just to make the trip to the station? What **competencies** would this chef need that a cook on Earth might not need?

b. Should the chef be **able to perform other jobs,** since personnel is limited at the space station? What would happen in a crisis?

c. What kinds of food will the chef prepare? Will frozen, dehydrated, or fresh ingredients be used?

What competencies and credentials should a space station chef have?

2. Each group will be responsible for identifying the competencies and credentials needed to be a chef on a space station. One group member should keep a record on a separate piece of paper of the competencies and credentials identified by the group.

d. Do you think the chef needs to know about **nutrition and diet**? If so, what credentials and competencies would you require?

e. What kinds of **equipment** would the chef be expected to use?

f. What about the chef's **reasoning ability?** Will the chef be required to **make decisions,** or **simply to follow the directions of others?** Should the chef be **creative?** What **language and math skills** do you think should be required? What **credentials** would help **insure** this?

g. What **schooling** would be required? Why? What **skills** would the chef **need to complete the on-the-job training?** Why?

3. Inform the students which group will role play the individuals seeking the chef job. Review the instructions with the students. You may need to present to the class some verbal examples of plausible questions and answers.

3. Your teacher will tell you which group will role play applying for the job. All the other groups in the class will role play **hiring committees.** Each hiring committee will interview one member of the group applying for the job.

Hiring Committees

It is the task of your group to **interview an applicant** for the chef position. Use the competencies and credentials your group has found to interview the applicant.

Applicant Group

As a member of this group, **you will be interviewed** by one of the hiring committees. Use the competencies and credentials your group has found to answer the Committee's questions.

4. You may wish to help each committee review each applicant's credentials and competencies without influencing the committee's decision.

4. After the interview, each committee must **decide** whether or not to hire the applicant. Committee members should **compare** the applicant's credentials and competencies with those needed for the job. Committee members should also inform the applicant of their decision.

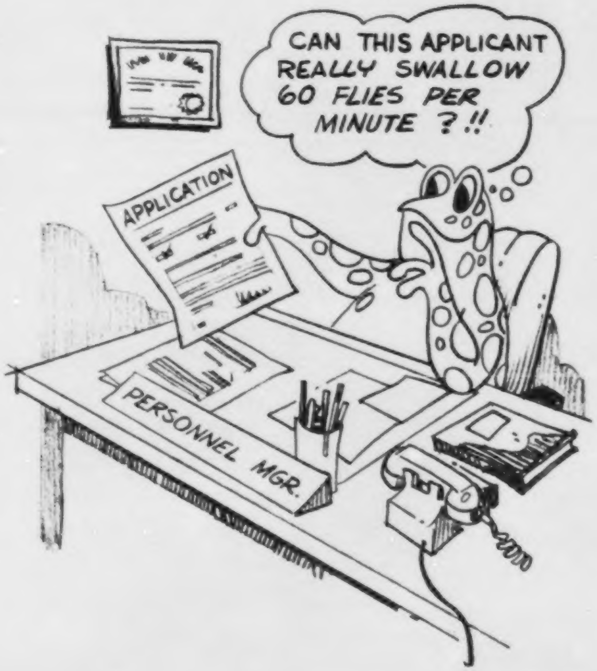
Concept 2

The Importance of Competencies and Credentials

Concept 2

Ask students to read and discuss the concept's introduction.

Your career **opportunities** will be related to your **competencies** and **credentials.** You may use your current ones for career exploration and planning. When you apply for a job, you will probably complete an application form. You will need to **state** your **competencies and credentials** on the form. The employer uses this information to **decide** whether you can do the job.


CAN THIS APPLICANT REALLY SWALLOW 60 FLIES PER MINUTE ?!!
APPLICATION
PERSONNEL MGR.

activity C

Getting a Job

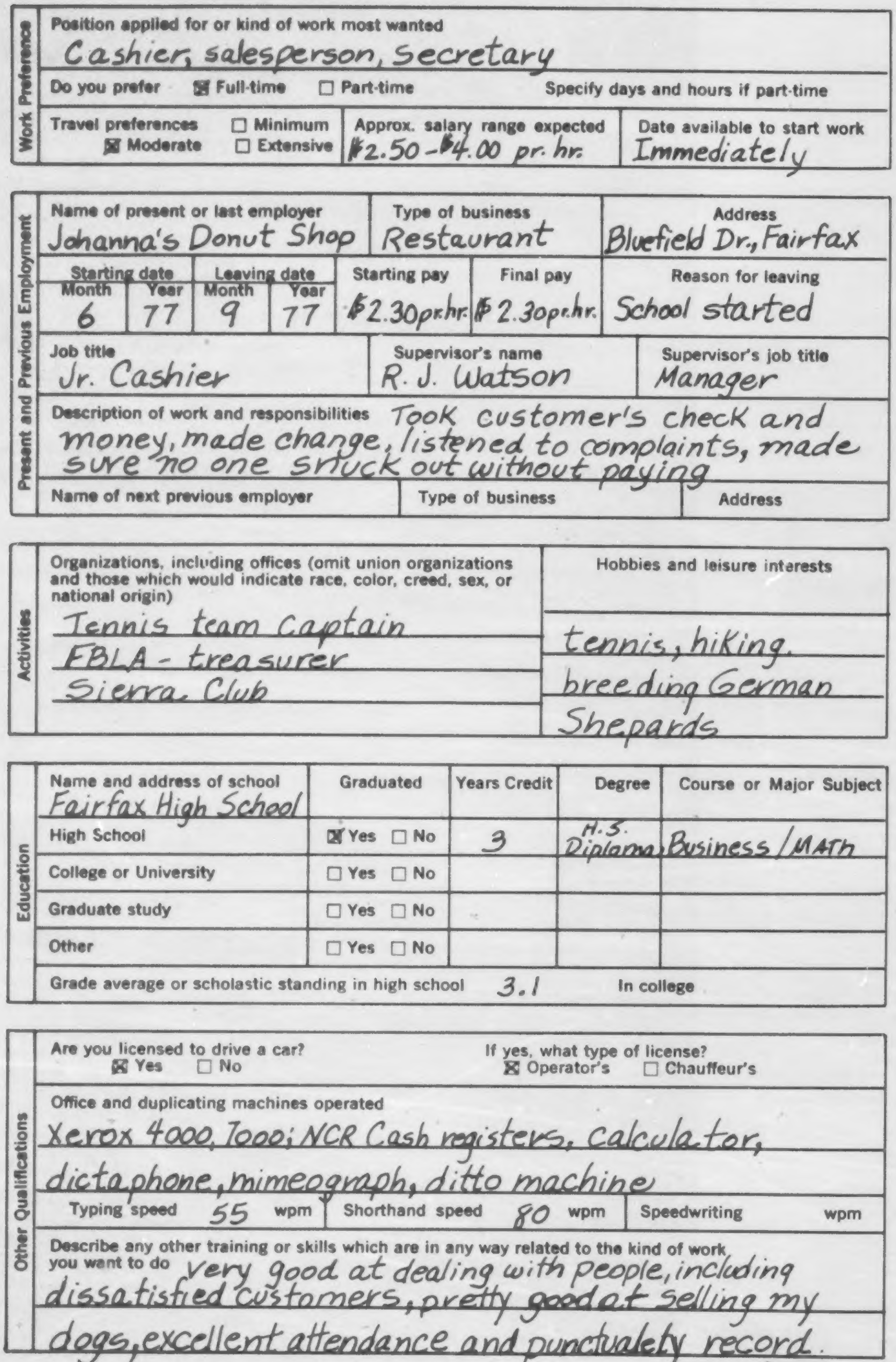
Activity C (20-25 minutes)

1. Help students review the information on the text's application form.
2. Ask students to identify the credentials and competencies of the individual applying for the job.
3. The following comments contain content cues and suggestions for the discussion.
   a. The applicant could work in all three positions. Accept a variety of answers and reasons why.
   b. Credentials are best for secretarial job (typing / shorthand); second best for cashier (math).
   c. **Cashier** — math.
   Salesperson — math and getting along with people.
   Secretary — typing and shorthand. Misspelled words (punctuality, shepherd) and poor usage (snuck) might indicate a lack of competency in this area.

In this activity, you will look at another person's competencies and credentials as an employer would. This will help you later when you complete an application for an actual job.

1. Study the information on the following part of an application form. The applicant filled out the form to apply for employment in a department store.
2. Identify the credentials and competencies of the person applying for the job. List them in two columns on a sheet of paper.
3. Discuss the following questions in class.
   a. For what position do you think this applicant is **most suited?** Why?
   b. Does this applicant have the needed credentials for **all** the jobs? Why? For what jobs does this applicant have the **best** credentials? Why?
   c. What competencies does a **cashier** need? Do you think the applicant has these competencies? Why? What competencies does a **salesperson** need? Do you think the applicant has these competencies? Why? What competencies does a **secretary** need? Do you think the applicant has these competencies? Why?

PART OF EMPLOYMENT APPLICATION



Work Preference

Position applied for or kind of work most wanted Cashier, salesperson, secretary		
Do you prefer ☒ Full-time ☐ Part-time	Specify days and hours if part-time	
Travel preferences ☐ Minimum ☒ Moderate ☐ Extensive	Approx. salary range expected $2.50-$4.00 pr. hr.	Date available to start work Immediately

Present and Previous Employment

Name of present or last employer Johanna's Donut Shop	Type of business Restaurant	Address Bluefield Dr., Fairfax

Starting date		Leaving date		Starting pay	Final pay	Reason for leaving
Month	Year	Month	Year			
6	77	9	77	$2.30pr.hr.	$2.30pr.hr.	School started

Job title Jr. Cashier	Supervisor's name R. J. Watson	Supervisor's job title Manager

Description of work and responsibilities Took customer's check and money, made change, listened to complaints, made sure no one snuck out without paying

Name of next previous employer	Type of business	Address

Activities

Organizations, including offices (omit union organizations and those which would indicate race, color, creed, sex, or national origin)	Hobbies and leisure interests
Tennis team captain	tennis, hiking.
FBLA - treasurer	breeding German
Sierra Club	Shepards

Education

Name and address of school	Graduated	Years Credit	Degree	Course or Major Subject
Fairfax High School				
High School	☒ Yes ☐ No	3	H.S. Diploma	Business / MATh
College or University	☐ Yes ☐ No			
Graduate study	☐ Yes ☐ No			
Other	☐ Yes ☐ No			

Grade average or scholastic standing in high school 3.1 In college

Other Qualifications

Are you licensed to drive a car? ☒ Yes ☐ No

If yes, what type of license? ☒ Operator's ☐ Chauffeur's

Office and duplicating machines operated

Xerox 4000, 7000; NCR Cash registers, calculator, dictaphone, mimeograph, ditto machine

Typing speed 55 wpm	Shorthand speed 80 wpm	Speedwriting wpm

Describe any other training or skills which are in any way related to the kind of work you want to do very good at dealing with people, including dissatisfied customers, pretty good at selling my dogs, excellent attendance and punctualety record.

d. The applicant has satisfactorily completed training in high school and trade or vocational school.

e. Traveling may be important for the sales job. Applicant wants minimum travel.

f. Career goals would have to be determined in the interview.

g. The interview enables the employer to find out the applicant's personality, manner, dress, and reactions to important questions related to each job. The employer may also want to have the applicant take tests such as typing and shorthand.

h. Topics might include personal appearance; preparing to talk about one's career goals; taking high school diploma, transcripts, and other credentials; preparing to ask questions about benefits, job security, and chances for advancement.

d. Do you think the applicant can complete the on-the-job training well for any of the positions? Explain your answer.

e. How would the applicant's preference for **minimum travel** affect chances for **employment**?

f. Does the applicant seem to have a **career goal** in mind? How could you clearly determine? Explain your answer. Would this be important to know when hiring a person?

g. If you were the employer and planned to interview the applicant, what other information would you like to have? What **questions** would you ask? Why? What can you learn from an interview that cannot be learned from an application? How would an interview help you make a decision on hiring the person?

h. Pretend that you are the applicant and you have been invited for an interview. How would you **prepare**? What would you do? What **papers** or **documents** would you take? What **questions** would you ask about the company and the jobs?

How would you prepare for a job interview?

activity D

Considering Your Own Competencies and Credentials

Activity D (35 minutes)

Competencies and credentials are important **for getting and keeping a job.** In this activity, you can identify and consider **your own competencies and credentials.**

What competencies and credentials have you already obtained in your career?

1. Introduce activity by giving some examples of your credentials and competencies. Assist students to see the value of what they may consider insignificant experiences. Suggest activities such as scouting, swimming, singing, belonging to debate and drama clubs as sources of competencies and credentials.

2. (Optional) Have students pair up to get another person's perception of their skills and competencies. More than one perception may be obtained if time permits.

3. Help students relate their credentials and competencies to future employment possibilities.

4. Direct students to identify credentials and competencies they wish to obtain in the future.

1. Your current credentials and competencies are those you have obtained up to this point in your career. On the **left half** of a piece of paper, write the heading **"Current Credentials."** List all of your current credentials below it. On the **right half** of the paper, write the heading **"Current Competencies."** List all of your current competencies below it. The following list may help you identify them.

   - Best school subject.
   - Subjects studied.
   - Grades (marks).
   - Achievements.
   - Work experiences.
   - Spare time activities.
   - Hobbies.
   - Sports.

2. (Optional) Another person may find any credentials and competencies you have overlooked. Share your list with a friend. Check your friend's list for the same purpose.

3. Discuss with the class how your credentials and competencies relate to future employment.

4. Next, consider the credentials and competencies you expect to attain in the future — those which represent your **goals.** On another sheet of paper, list these in two columns labeled "Future Credentials" and "Future Competencies."

5. Compare your current and future credentials and competencies. Discuss how your **current** credentials and competencies can **help** you to attain **future** ones. Use the following questions as a guide.

   a. What **current credentials and competencies** can help you attain future ones? How?

   b. How can you obtain the **future credentials**?

   c. How can you develop the **future competencies**?

   d. What credentials and competencies do you consider the most **important**? Why?

   e. Do your lists differ from those of other students? Why, or why not?

5. Ask students to discuss their credentials and competencies, using text questions as a guide. If time permits, ask students to share ways in which they can obtain credentials and develop competencies.

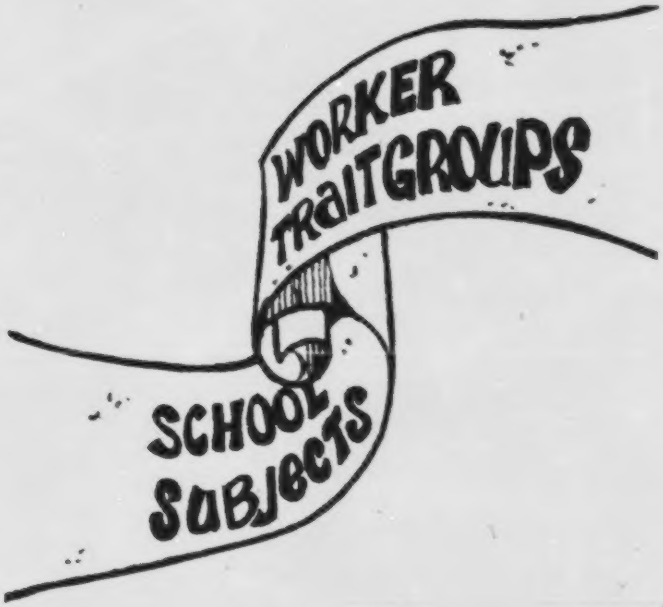
Concept 3

Concept 3

The School Subject — Worker Trait Group Chart, located in Appendix A of the textbook, has been designed to help students understand the relevance of school subjects to their career.

Worker Trait Groups Related to School Subject Competencies

The competencies that you have developed through school subjects can help you explore occupations. The subjects related to your achievements are also related to Worker Trait Groups. The School Subject — Worker Trait Group Chart can show the relation between school subjects and Worker Trait Group. This chart is located in Appendix A of your textbook.



activity E

Identifying Worker Trait Groups

Activity E (15-20 minutes)

In this activity, you will use **your favorite school subjects** to find related Worker Trait Groups to explore.

1. Turn to the **School Subject — Worker Trait Group Chart,** Appendix A of your text. School subjects are listed on the left side of the chart. The Worker Trait Group numbers and titles are listed at the top of the chart.
2. Follow the row for your chosen subject(s) across the chart from left to right. On a sheet of paper, write the **Worker Trait Group title and number** for each column in which you find an **"A."** Occupations in these groups relate to the subject(s) you have chosen.
3. Turn to the Worker Trait Group Selection Chart on page 43 of your Activity Booklet. For each Worker Trait Group found in Step 2, list the chosen subject(s) in **Column 4.** Now you can see which Worker Trait Groups use the knowledge and skills of your favorite school subjects. These subjects can help you **gain** the competencies and credentials needed for occupations in these groups.

look ahead

You will need the **Worker Trait Group Guide** for Activities F and G of Concept 4. You will use the **Worker Trait Group Guide** to a greater extent in Activity G. Therefore, your teacher may ask some of the students to work on Activity G, while others work on Activity F.

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1. Assist the students with School Subject — Worker Trait Group Chart instructions. Review the code used on the chart. If students say that they do not like any of their school subjects, ask them to select the one they dislike the least.
2. Students should use at least one, and preferably two or three subjects, in this activity. They will use only subjects coded A in this activity.
3. Make sure students understand that they are to write the school subjects in Column 4 of the Worker Trait Group Selection Chart.

look ahead

Students will need to use the **Worker Trait Group Guide** to a greater extent in Activity G than in Activity F. As a result, you may want some students to work on Activity G, while others are working on Activity F.

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Concept 4

Concept 4

Stress the process of exploration rather than the selection of specific Worker Trait Groups.

Competencies and Credentials Related to Your Interests

You can identify the competencies and credentials related to the areas of work which interest you. One source of such information is the **Worker Trait Group Guide.** The **Guide** provides information on the competencies and credentials needed to enter occupations. It also provides information on those needed for advancement in the occupations. Some of the competencies needed may be gained through school subjects. A typical credential required is a high school diploma, perhaps with course work in a specific subject.

Another source of such information is the School Subject — Worker Trait Group Chart. The chart can help you identify the subject matter competencies needed in a Worker Trait Group's occupations. Your career exploration can include taking some of the related courses. Such courses can help you find out whether you like the subject. These courses can also help you discover whether you can develop the skills needed in the related occupations.

ARE YOU SURE YOU WANT TO BE PRESIDENT? IT WON'T BE EASY, YOU KNOW.

activity F

Adding a Competency

You have already identified Worker Trait Groups related to your expressed interests, work activity, work situation, and school subject preferences. This activity can help you explore these groups further.

Activity F (30-35 minutes)

The amount of time needed to complete this activity will vary, depending upon the number of Worker Trait Groups each student has identified for exploration. You may wish to have some students work on this activity and others on Activity G, as students will use the **Worker Trait Group Guide** to a greater extent in Activity G.

1. It is the importance of the factors to the students, not simply the number of related factors, which should determine whether they explore a group further.

2-3. Students can relate Worker Trait Groups identified in earlier units to school subjects. Students can also see how disliked subjects relate to Worker Trait Groups in which they are interested. In the interest of time, you may wish to direct students to concentrate mainly on the subjects coded **A.** As students identify courses they wish to take, encourage them to see how subjects coded **A, B,** and **C** are related.

4. Direct students to apply the steps of the decision-making strategy to determine ways and means of acquiring or improving competencies. The strategy was covered in Unit II.

1. Turn to the Worker Trait Group Selection Chart, page 43 of your Activity Booklet. Review the information you have recorded on the chart. This information shows how you have related the following factors to the Worker Trait Groups.

   - Your expressed interests.
   - Your work activity preferences and dislikes.
   - Your work situation preferences and dislikes.
   - Your favorite school subjects.

   Which of these factors are **most important** to you? Identify the Worker Trait Groups which include the factors you want **most** in your work. Some of these groups may include factors you wish to avoid. **Do not** rule these groups out on that basis. Remember, however, to check for **disliked factors** when you explore occupations within the groups. Put a "yes" in **Column 5** of the chart for each Worker Trait Group you want to explore further.

2. Turn to the Worker Trait Group Exploration Chart, page 46 of your Activity Booklet. In Column 1, record the numbers and titles of the Worker Trait Groups you wish to explore further. You identified these groups in Part 1 of this activity.

3. Turn to the School Subject — Worker Trait Group Chart, Appendix A of your text. On the chart, find the subjects which are coded **A** or **B** and are related to the groups you recorded in Step 2.

   a. In the **positive** (+) section of Column 2 of the Worker Trait Group Exploration Chart, list the subjects you **like.**

   b. In the **negative** (−) section of Column 2, list the subjects you **dislike.**

   You may have several subjects listed for each of the Worker Trait Groups you are exploring.

4. Choose **one** Worker Trait Group related to **one** of your **positive** school subjects. The decision-making strategy can help you find ways to acquire **one** of your chosen group's **required competencies.** Use the Adding a Competency form on page 25 of your Activity Booklet to record your answers.

Step One: Clarify the Situation

A. Write the number and the name of the Worker Trait Group you have chosen to explore.

B. Use the **Worker Trait Group Guide** to find the competencies (worker requirements) required for the occupations in this group. Select one of the competencies you wish to develop.

Step Two: Search for Alternatives

C. Think of some ways or methods to develop the competency you have chosen. The questions on the Adding a Competency form may help you find some possible ways.

Step Three: Identify the Criteria

D. Some of the important **factors** (criteria) in obtaining a competency are listed on the Adding a Competency form. If you wish, use the space provided on the form to add other factors.

Step Four: Evaluate Alternatives and Decide

E. Evaluate the ways you have found. Use the questions on the Adding a Competency form. These questions are related to the criteria found in **Step Three.**

Step Five: Plan a Course of Action and Follow Through

F. The questions on the Adding a Competency form may help you plan a course of action.

activity G

Activity G (30-35 minutes)

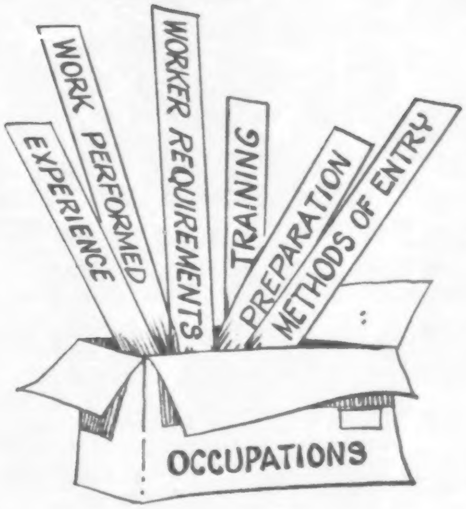
If you had some students working on Activity G while the rest of the class worked on Activity F, direct these students to complete Activity F.

You may need to review the factors of education, training, and experience with the students.

Training and Preparing

The **preparation** needed to gain the **required credentials and competencies** varies with the occupations. Some occupations require **little** preparation. Others require **extensive** education, training, and experience. This activity will help you look at the required credentials and competencies of the groups you are exploring. To complete this activity, you will need the **Worker Trait Group Guide.** You will also need the Worker Trait Group Exploration Chart on page 46 of your Activity Booklet.

What should you consider when exploring occupations?


EXPERIENCE
WORK PERFORMED
WORKER REQUIREMENTS
TRAINING
PREPARATION
METHODS OF ENTRY
OCCUPATIONS

1. Locate the first group listed in **Column 1** of the Worker Trait Group Exploration Chart in the **Worker Trait Group Guide.** Read the **"Work Performed"** section. Enter your reaction in **Column 3** of the Worker Trait Group Exploration Chart. Use a **plus (+)** if the information **supports** your interest. Use a **minus (−)** if the information **does not support** your interest. Use a **question mark (?)** if you are **not sure.** If you are **neutral,** leave the space **blank.**

2. Read the other sections describing the group in the **Worker Trait Group Guide.** Record your reactions in the indicated columns of the Worker Trait Group Exploration Chart. Use the method described in Step 1 to record your reactions. The following lists indicate the sections to be read and the columns in which you are to record your reactions.

Sections	**Columns**
Worker Requirements	4
Clues	5
Preparation, Education, and Training (under Qualification Profile)	6

3. Repeat Steps 1 and 2 for each of the Worker Trait Groups listed in Column 1.

4. The sections you have read describe the required competencies and credentials in the Worker Trait Groups you selected. There may be a group in which you have a special interest. You may wish to make a list of its related competencies and credentials. Such a list can help you as you plan your career. Consider the following questions.

    a. Did you eliminate any Worker Trait Groups as a result of looking at the competencies and credentials they require? Why, or why not?

    b. In which Worker Trait Groups are you still interested?

1-4. Explain the organization of a Worker Trait Group to the class. Each group consists of a narrative description and a Qualifications Profile. During this activity students will be referring to five sections — one found under the Qualifications Profile. Other sections under the Qualifications Profile such as Work Activities and Situations have already been covered while Aptitudes and Physical Demands will be looked at in later units.

Assist the students with the directions.

5. (Optional) If your school has the complete **Career Information System** (components other than the **Worker Trait Group Guide**), you may wish to introduce the **School Subject — Occupation Index** to the students. This **Index** has a listing of the Worker Trait groups and occupations most directly related to school subjects.

c. What competencies and credentials do these groups require?

d. How could you develop these competencies and credentials?

e. Can some of the competencies be acquired through school subjects? If so, do you like these subjects?

unit summary

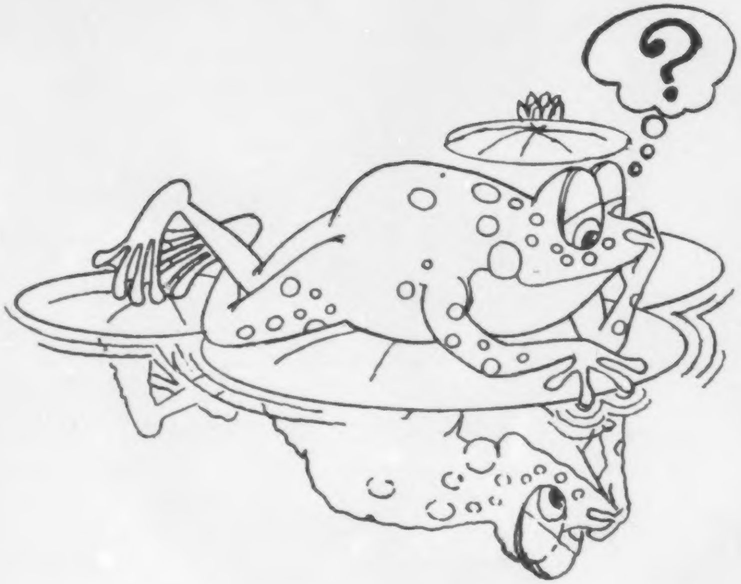
Ask students to discuss the unit concepts.

unit summary

In this unit, you looked at the importance of credentials and competencies in **getting** and **keeping a job.** You learned that you **already** have credentials and competencies. You obtained many of these through your school. **By planning a course of study,** you can continue to **build** your own credentials and competencies.

Discuss the concepts covered in the unit. Use the following questions as a guide.

What courses could you take which might help you meet your career goals?



1. Why are competencies and credentials useful in getting and keeping a job?

2. What reasons do you use to select a course? There are **no right or wrong answers.** All reasons may be valid.

3. How do school courses help you develop competencies and credentials?

4. Other than school courses, what ways could you use to develop competencies and credentials?

5. What competencies and credentials would you like to have?

6. What courses could you take to develop them?

7. Are there courses that would help you regardless of your career interests?

1. Briefly review credentials and competencies before discussing their usefulness.
2. Accept a variety of reasons for students' course selection. Reasons such as "I dislike early classes" or "Easy credit" may have some validity. Make sure the discussion brings out that, within the confines of a person's values, lifestyle, environmental factors, etc., the course selection is often made on the basis of **interest** and **ability.** Students may select courses to explore or develop areas of interest, to use competencies already attained, or to develop new competencies.

3-6. Help students identify ways to attain the credentials and competencies related to their occupational interests.

7. Required courses such as English, math, and social studies help students develop basic competencies used in nearly all occupations. These courses also help students develop communication and civic skills useful in all aspects of their career.

major competencies

As a result of the activities in Unit IX, the students should be able to do the following:

1. Describe the meaning of aptitudes (Activities A, B).
2. Estimate their aptitudes (Activities C, D).
3. Relate their aptitudes to Worker Trait Groups (Activity E).

Unit IX Readability

Unit IX has been tested for readability with the following results:

	Grade Level
Flesch	8.1
Farr-Jenkins-Patterson	9.6
Danielson-Bryan	6.8

equipment and materials

The following equipment and materials are needed for the activities in Unit IX.

Teachers will need:
Filmstrip projector/screen
  (Activities A, C)
Cassette tape player
  (Activities A, C)
FS/CASS "What Are Aptitudes?"
  (Activity A)
FS/CASS "Learning About Your Aptitudes"
  (Activity C)

Students will need:
Student text
  (for all activities)
* Activity Booklet
  (Activities D, E)

* Please caution students **not** to tear out pages **except** where told to do so.

planning and preparation

The projected time allotments for the presentation of unit concepts are as follows:

Concept	Activities	Time
1	A, B	1 period
2	C, D, E	2 periods

TOTAL TIME: 3 class periods.

UNIT IX

Aptitudes

unit introduction

In the past several units, you have clarified some of your interests. You have also found Worker Trait Groups related to them. Having an interest in doing something is **different** from being able to do it. In this unit, you can examine the aptitudes for the occupations in the Worker Trait Groups which interest you. You will be able to **estimate** your own aptitudes and relate them to each Worker Trait Group.

Your interest in doing something does not always mean you have the aptitude for it.

overview

WHAT	HOW
The **concepts** in this unit are:	The **activities** in this unit are:
1. The meaning of aptitudes.	• viewing and discussing a filmstrip. • reading about significant aptitudes.
2. Your aptitudes.	• viewing and discussing a filmstrip. • estimating your own aptitudes. • examining aptitude requirements in Worker Trait Groups.

WHY

The **goal** of this unit is to help you use your aptitudes in career exploration.

unit introduction

Ask students to read and discuss the unit introduction.

overview

Ask students to examine the overview. Explain that it shows **what** they can do in Unit IX, **how** they can do it, and **why.**

key terms

Achievement – what you have **accomplished.**

Ability – what you **can now do.** It is the power to perform an act, either physical or mental.

Aptitude – the ease with which you **can learn to do** something.

Motivation – your **desire** to do something.

key terms

Students must understand these terms by the end of Unit IX. They will be presented in the activities, so it is not necessary to spend a great deal of time on them now.

Concept 1

Concept 1

It is important that you, the teacher, understand the concept of aptitude as used in this unit.

Aptitude is perceived as the facility with which a person can learn new knowledge and skills. Although some people may have limitations on their ability to learn or develop skills of certain types, this unit proposes that everyone can learn nearly everything, given enough time and help. Therefore, aptitude is an attempt to assess the relative ease or difficulty one might expect when learning new knowledge or skills.

The Meaning of Aptitudes

No two people are alike. They differ in height, weight, strength, interests, and values. They also differ in what they have **accomplished,** what they **can do,** and what they **can learn to do.** Knowing your aptitudes can help you estimate how quickly you could learn to do certain career activities.

A close study of your aptitudes can help you select the activities you want to include in your career.

activity A

Exploring the Meaning of Aptitudes

In this activity, you will view a filmstrip, "What Are Aptitudes?" Aptitudes, like interests and values, **cannot be seen, felt, or heard.** This filmstrip will show you how you can find the aptitudes you have. Notice the different types of aptitudes students in the filmstrip found to be important for different occupations.

1. You can use the following "Instant Replay" as a review of the main points in the filmstrip.

instant replay

Achievement is what you have done. Ability is what you can do. Aptitude is what you can learn to do.

Dave is one the school's best tennis players. He had the aptitudes to help him develop the abilities to be a good tennis player.

Activity A (25 minutes)

1. Show the filmstrip "What Are Aptitudes?" The "Instant Replay" is provided so students may refer to the major ideas presented in the filmstrip. It also presents these ideas to the students who were absent during the filmstrip presentation.

He wanted to become a good tennis player. Without this motivation, his aptitudes would not have helped him very much.

Dave can learn about his other aptitudes from his achievements. These include grades in various subjects, his reading habits, and his hobbies.

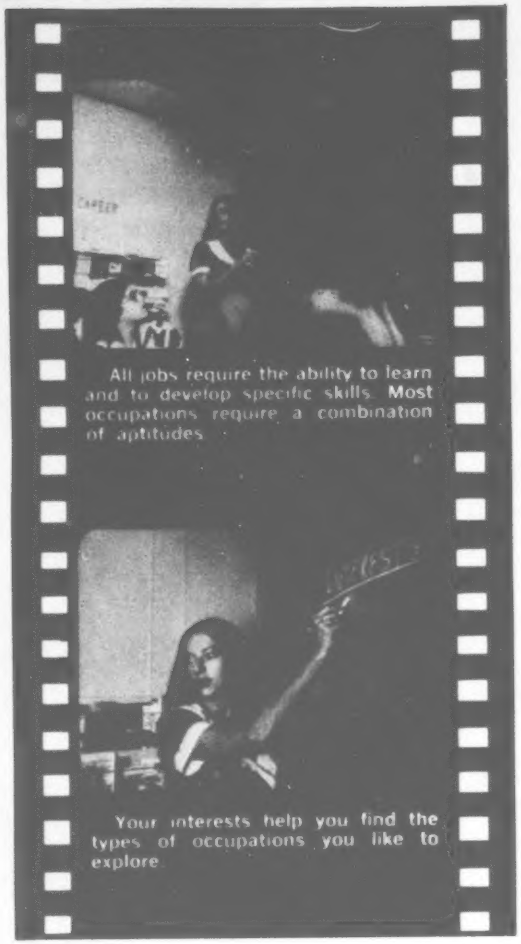
People differ in types and levels of aptitudes. Mary won several speaking contests. She is now active in high school debate. Her aptitude for speaking may help her become a lawyer or enter other occupations which involve speaking skills.

The college athletic recruiter gathers information about Dave's past achievements. He observes Dave's present playing and learning ability. Then, he estimates Dave's aptitude to compete at the college level and do well in college academic subjects.

COOPERATIVE EDUCATION
STUDENT PLACEMENT
VOLUNTEER BUREAU
VOCATIONAL COUNSEL
SPECIAL OPPORTUNIT
COUNSELING
VETERANS AFFAIRS
CAREER LIBRARY
CAREER CONFER
CAREER DEVELOPMENT CENTER

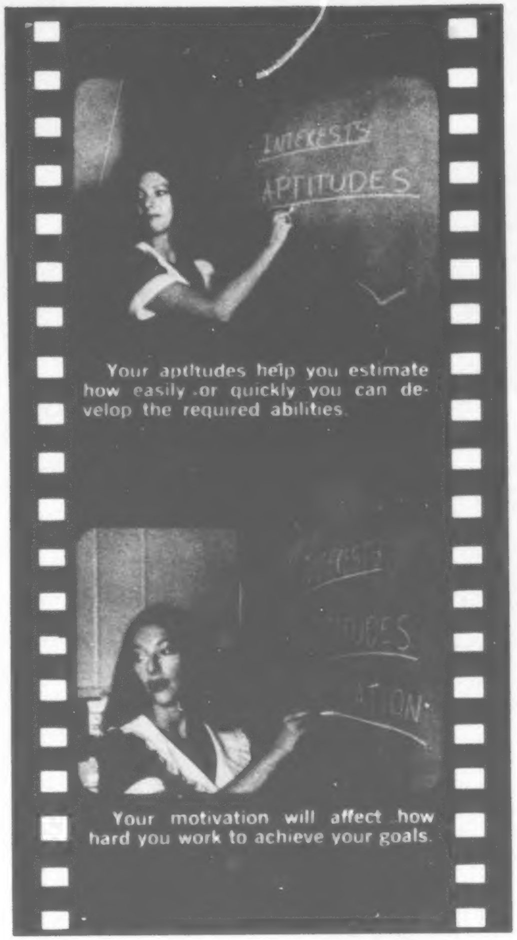
Dave can explore occupations related to his aptitudes by gathering facts about himself. He can then estimate if he can learn to carry out the duties of occupations he considers.

Different types of aptitudes are important for different occupations. Auto mechanics, for example, must be able to work with their hands and fingers.



All jobs require the ability to learn and to develop specific skills. Most occupations require a combination of aptitudes.

Your interests help you find the types of occupations you like to explore.



Your aptitudes help you estimate how easily or quickly you can develop the required abilities.

Your motivation will affect how hard you work to achieve your goals.

2. Discuss the filmstrip. Use the following questions as a guide.

   a. Explain the meanings of **achievement, ability,** and **aptitude.**

   b. What types of aptitudes do you need to achieve in various school subjects? What types of aptitudes can help you in school activities such as clubs, sports, etc.?

2. Have students discuss major concepts from the filmstrip. The following comments contain content cues as well as suggestions for the discussion.
   a. Achievement is what you have done. Ability is what you can do. Aptitude is what you can learn to do. These words describe the **past, present,** and **future** of the same personal characteristic.
   b. The aptitudes suggested by students should be in their own words. They will learn the specific categories of aptitudes used by the U. S. Department of Labor later.

c. Some students may need help in expressing what they can learn to do. Remind students that aptitudes are not confined to academic learning.
d. Students are often motivated to learn what they think they can do well.
e. Yes, aptitudes will not show if a person does not use them to develop abilities.
f. Some people could have aptitudes in music, for example, but be unaware of them because they have had little experience in music.

c. What evidences of aptitudes can you find in your **past achievements**? What evidences can you find in your **present abilities**?

d. How can you use the concept of aptitudes to select school subjects and hobbies? Do you think there is a relationship between what you **like to do** and what you **can do well**? Explain your answer.

e. Could you have aptitudes that **may not show**? Explain.

f. Could you have aptitudes of which you may **be unaware**? How might you learn about them? What school subjects or activities could help you find your aptitudes in certain areas?

activity B

Activity B (25 minutes)

1. Ask students to examine the aptitude descriptions listed.
   Although many types of aptitudes have been discussed up to this point, the aptitudes in the Worker Trait Group structure are used for the remainder of this unit. This structure provides the route through which students can relate their aptitudes to groups of occupations.
2. Direct students to discuss aptitudes. The discussion of aptitudes and related occupations should continue until the teacher feels that students understand the concepts involved. Whether or not a particular aptitude is significant in an occupation according to job analysis is not important in this discussion. The students' and teachers' opinions are sufficient here.

Examining Significant Aptitudes

There are different types of aptitudes. Some aptitudes can help you understand a novel or solve math problems. Others can help you do very fine work with your hands or fingers. Some other aptitudes can help you do tasks requiring fast and accurate body movements. Still other aptitudes can help you see differences in size or shape.

The U. S. Department of Labor job analysts have defined **eleven different aptitudes.** These aptitudes have been **related** to the **Worker Trait Groups.** The aptitudes **significant** to **job performance** in each Worker Trait Group have also been identified.

1. Read the following aptitude descriptions.

G — **General.** Understanding instructions, facts, and underlying reasoning. Being able to reason and make judgments. Closely related to school achievement.

V — **Verbal.** Understanding meanings of words and ideas. Using them to present information or ideas clearly.

N — **Numerical.** Doing arithmetic operations quickly and correctly.

S — **Spatial.** Looking at flat drawings or pictures of objects. Forming mental images of them in three dimensions — height, width, and depth.

P — **Form Perception.** Observing detail in objects or drawings. Noticing differences in shapes or shadings.

Q — **Clerical Perception.** Observing details and recognizing errors in numbers, spelling, and punctuation in written materials, charts, and tables. Avoiding errors when copying materials.

K — **Motor Coordination.** Moving the eyes and hands or fingers together to perform a task rapidly and correctly.

F — **Finger Dexterity.** Moving the fingers to work with small objects rapidly and correctly.

M — **Manual Dexterity.** Moving the hands with ease and skill. Working with the hands in placing and turning motions.

E — **Eye-Hand-Foot Coordination.** Moving the hands and feet together in response to visual signals or observations.

C — **Color Discrimination.** Seeing likenesses or differences in colors or shades. Identifying or matching certain colors. Selecting colors which go well together.

2. Discuss the different types of aptitudes. Use the following questions as a guide.

   a. For each aptitude, think of at least one **occupation** in which the aptitude might be important.

   b. Can you think of an occupation involving **more than one** of these aptitudes?

   c. What aptitudes can relate to what **school subjects**? Explain your answer.

Concept 2

Your Aptitudes

Concept 2

Personal aptitudes are difficult to identify. However, evidence of certain aptitudes may be found in examining achievement and abilities.

You possess a **unique** combination of aptitudes. As you explore your aptitudes, you may discover some information about yourself. This knowledge will help you in career exploration and planning.

People are different in what they do best.

activity C

Activity C (25 minutes)

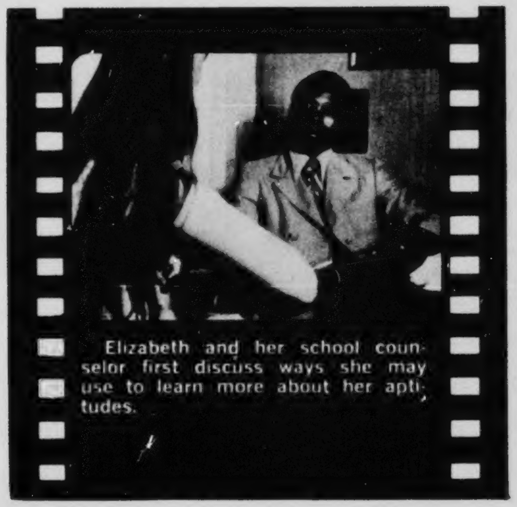
Learning About Your Aptitudes

1. Show the filmstrip "Learning About Your Aptitudes." The "Instant Replay" is provided so students may refer to the major ideas presented in the filmstrip. It also presents these ideas to the students who were absent during the filmstrip presentation.

In this activity, you will see the filmstrip, "Learning About Your Aptitudes." You can learn more about your aptitudes by looking at your **achievements** and **present abilities.** This filmstrip shows how one student learns more about her aptitudes. It also describes how they relate to an occupation she is exploring.

1. Use the following "Instant Replay" as a review of the main points in the filmstrip.

instant replay

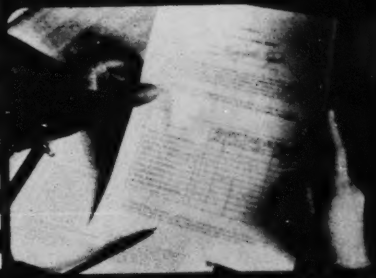


Elizabeth and her school counselor first discuss ways she may use to learn more about her aptitudes.

The counselor provides Elizabeth with an Aptitude Self-Estimate Record. This record will help her learn more about her aptitudes.

Elizabeth starts with the first aptitude — General. Using the information in the materials, she estimates her level of aptitude.

She completes her self-estimate for each of the aptitudes. Then she reviews them with her counselor.



Elizabeth rates herself higher in some aptitudes than what is suggested for the Worker Trait Group including motion picture photography. However, she knows many people have higher levels in some aptitudes than those related to their jobs.

ROCKY RACOON

Elizabeth rates herself lower in one aptitude than is suggested for the occupation she is exploring.

A strong interest in the occupation can help her work harder to learn the related job tasks.

2. Have students discuss major concepts from the filmstrip. The following comments contain content cues as well as suggestions for the discussion.
    a. If you estimate your aptitudes in terms of the Worker Trait Group structure, you can relate your aptitudes to specific groups of occupations. You can use other terms to describe aptitudes, but you cannot relate them to occupations as easily.
    b. Aptitudes must be used to develop abilities if they are to contribute to job performance. Many factors other than aptitudes affect job performance.
    c. A high level of interest and motivation in an occupation may help a person overcome low aptitude for learning the required skills and knowledge.

2. Discuss the filmstrip. Use the following questions as a guide.

a. How can the aptitudes used in the Worker Trait Groups help you estimate your own aptitudes? Can you use such terms as "musical aptitude" or "athletic aptitude" to describe your aptitudes?

b. Suppose you have a high level of a certain aptitude. Does this mean that you will do well in occupations involving that aptitude? Explain your answer.

c. Suppose your estimate of a certain aptitude is lower than that suggested for an occupation. What should you do?

activity D

Activity D (50 minutes)

Estimating Your Aptitudes

Each Worker Trait Group has different levels of aptitudes. You can use **your aptitude level estimates** to relate your aptitudes to the Worker Trait Groups you want to explore. This activity will help you make those estimates.

1. Ask students to examine the levels of aptitudes listed.

1. Read the following description of the levels of aptitudes.

WORKER TRAIT GROUP APTITUDE LEVELS

The numbers 1 through 5 show the **different** levels of an aptitude a person could have. The levels are stated in terms of the aptitudes of **adult** workers.

Aptitude Levels

HIGHEST THIRD		MIDDLE THIRD	LOWEST THIRD	
10%	23⅓%	33⅓%	23⅓%	10%
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5

Level 1 — The top ten percent of the population — a very high degree of aptitude.

Level 2 — The **highest third** of the population, **not** including the highest ten percent — an above average or **high** degree of the aptitude.

Level 3 — The middle third of the population — an average or medium degree of the aptitude.

Level 4 — The **lowest third** of the population, not including the lowest ten percent — a below average or **low** degree of the aptitude.

Level 5 — The lowest ten percent of the population — a very low degree of the aptitude.

2. Ask students to discuss the levels of aptitude. The following comments contain content cues as well as suggestions for the discussion.
   a. Discuss a variety of occupations. For example, an architect would need a higher degree of spatial aptitude than a drafting worker would.
   b. One need not avoid an occupation requiring a level of aptitude higher than possessed. Motivation to overcome difficulty in learning might compensate for low aptitude.
   c. One might argue that it is possible to learn how to learn. If this is true, then one might be able to develop aptitudes.
   d. Normal growth and maturation will result in some increase in the perceptual (**S, P, Q** and **C**) and performance (**K, F, M** and **E**) aptitudes. Also, if one can learn to learn, one's other aptitudes might change.
3. Stress that estimates should be based on a comparison of self with others of the same age, **not** with the general population.

2. Discuss levels of aptitudes. Use the following questions as a guide.

   a. Find different occupations for which the **same aptitude is important.** The aptitude may be more important in some occupations than others.

   b. If you think you have a low level of an aptitude, should you **avoid** occupations requiring a higher level of that same aptitude? Explain your answer.

   c. Do you think a person can **learn how to learn?** How might this affect the concept of levels of aptitudes?

   d. How do you think your aptitude estimates compare with the aptitudes of **adults**? How might your aptitudes change?

3. Read the following information on each of the aptitudes. Use the **clues** to guide and help you make your estimates. Record your estimate on the Aptitude Self-Estimate Record in your Activity Booklet, page 26. Consider, estimate, and record each aptitude **carefully,** one at a time. Compare yourself with **others your age** rather than with adults.

APTITUDE G: GENERAL

U.S.
1
MINIMUM SPEED
40
55
ONE WAY
BELTLINE NEXT EXIT
FOREST DRIVE 2
50
23
STOP
DETOUR

Understanding instructions, facts, and underlying reasonings. Being able to reason and make judgments.

General Aptitude is closely related to the ability to do well in school. This aptitude is related to more Worker Trait Groups than any other.

CLUES

Clues are related to each level of Aptitude G, General.

Level 5. "I rate myself in the **lowest ten percent** of people my age."

- I need someone to explain the instructions to me when I assemble or make something.
- I usually receive special help in school, and still find it difficult.

Level 4. "I rate myself in the **bottom third** but **not** as low as the bottom ten percent of people my age."

- My grades in basic subjects (English, math, social studies, science) are mostly D's.
- I can follow instructions if they are given clearly.

Level 3. "I rate myself about average, or in the **middle third** of people my age."

- My grades in basic subjects (English, math, social studies, science) are mostly C's.
- I can do things that require problem solving, such as in the following activities.
  - (a). File materials according to the alphabet or some other method.
  - (b). Take care of a person who is ill or is recovering from an accident or operation.
  - (c). Assemble a bicycle or other equipment which has been purchased unassembled.
  - (d). Knit, crochet, sew, or similar activities.
  - (e). Sell tickets or merchandise and keep the necessary records.

Level 2. "I rate myself in the **top third** but **not** the top ten percent of people my age."

- My grades in basic subjects (English, math, social studies, science) are mostly B's.
- I have built complex working models which require reading blueprints or detailed diagrams.
- I have received an "Excellent" rating in a science fair.
- I regularly do voluntary reading of books and magazines.
- I have no difficulty in using the card file to locate materials in the school or community library.

Level 1. "I rate myself in the **top ten percent** of people my age."

- My grades in basic subjects (English, math, social studies, science) are mostly A's.
- I can solve difficult problems in math or science.
- I have received a "Superior" rating in a science fair.
- I have won awards or recognition in writing or speaking contests.
- I have tutored other students in their schoolwork.

Note: If you are able to understand and work this exercise, you should rate yourself above Level 5.

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APTITUDE V: VERBAL

Understanding the meanings of words and ideas. Using them to present information or ideas clearly.

COUNSELOR
CONGRESS
PLEDGE
MEETING
CRUSADER
SOON
MOTTO
ROAD
DICTIONARY
DAILY NEWS
BAR PANEL RIPS
5 STATE JUDGES

Verbal Aptitude includes understanding how words relate and the meanings of whole sentences and paragraphs. It also includes communicating information and ideas to others.

CLUES

Clues are related to each level of Aptitude V, Verbal.

Level 5. "I rate myself in the **lowest ten percent** of people my age."

- I have a lot of difficulty with most high school subjects which require much reading or writing.

Level 4. "I rate myself in the **bottom third** but **not** as low as the bottom ten percent of people my age."

- My grades in English and social studies are mostly D's.
- I have difficulty in writing book reports or themes, or giving oral reports.
- It is sometimes hard for me to follow instructions when I assemble models, make jewelry, or sew.
- I can usually follow recipes for cooking or baking.

Level 3. "I rate myself about average, or in the **middle third** of people my age."

- My grades in English, social studies, and foreign language are mostly C's.
- My grades on book reports, themes, term papers, and oral reports are mostly C's.
- I know spelling, grammar, and punctuation well enough to notice and correct obvious mistakes.
- I am an average word games and word puzzles player.
- I can follow printed instructions for making jewelry, assembling models, or sewing.

Level 2. "I rate myself in the **top third** but **not** the top ten percent of people my age."

- My grades in English, social studies, and foreign language are mostly B's.
- My grades on book reports, themes, term papers, and oral reports are mostly B's.
- I seldom make grammatical errors in written work and notice them when others make them in writing or speaking.
- I have no difficulty in understanding the textbooks I read in English and social studies.
- I am a better than average word games and word puzzles player.

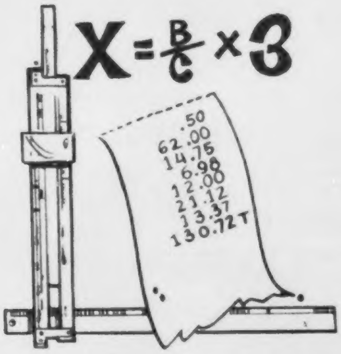
Level 1. "I rate myself in the **top ten percent** of people my age."

- My grades in such subjects as English, social studies, and foreign language are mostly A's.
- I have won awards or recognition in writing, public speaking, or debating.
- My grades on book reports, themes, term papers, and oral reports are mostly A's.
- I have written articles for the school paper or for other publications.
- I often win at word games such as Scrabble or Password.
- I can solve crossword puzzles, anagrams, and other word problems quickly and correctly.

Note: If you are able to understand and work this exercise, you should rate yourself above Level 5.

APTITUDE N: NUMERICAL

Doing arithmetic operations quickly and correctly.



Numerical Aptitude includes solving arithmetic or story problems.

CLUES

Clues are related to each level of Aptitude N, Numerical.

Level 5. "I rate myself in the **lowest ten percent** of people my age."

- I have a lot of difficulty with most high school subjects which require the use of arithmetic.
- I have difficulty measuring things correctly.
- I have difficulty counting my change when I buy something at the store.

Level 4. "I rate myself in the **bottom third** but **not** as low as the bottom ten percent of people my age."

- My grades in mathematics and science are mostly D's.
- I can measure an object or figure its height, width, and depth.
- I can follow a recipe to measure and mix ingredients to cook or bake.

Level 3. "I rate myself about average, or in the **middle third** of people my age."

- My grades in mathematics and science are mostly C's.
- I can add, subtract, multiply, and divide numbers with about average speed and accuracy.
- I have a job (such as a paper route) which requires me to keep correct records of money or materials.
- I have a hobby which requires correct use of mathematics.
- I can adjust the proportions of a recipe to increase or decrease the quantity to be prepared.

Level 2. "I rate myself in the **top third** but **not** the top ten percent of people my age."

- My grades in mathematics and science are mostly B's.
- I can multiply and divide decimals and fractions quickly and correctly.
- I know how to use a slide rule or a pocket calculator with memory features.
- I can use formulas to compute areas, volumes, interest rates, etc.
- I can solve puzzles and word problems which require the use of mathematics quickly and correctly.
- I have a hobby which requires accurate use of mathematics.
- I can adjust the proportions of a recipe to increase or decrease the quantity to be prepared.

Level 1. "I rate myself in the **top ten percent** of people my age."

- My grades in mathematics and science are mostly A's.
- I can use algebra and other advanced mathematics to find the answers to questions.
- I can use a slide rule or pocket calculator quickly and correctly to solve difficult problems in mathematics.
- I can usually solve puzzles and word problems which require the use of mathematics very quickly and correctly.

APTITUDE S: SPATIAL

Looking at flat drawings or pictures of objects. Forming mental images of them in three dimensions — height, width, and depth.

Spatial Aptitude is to see how an object shown in a flat drawing or picture would actually look like in three dimensions. This aptitude is required for such tasks as drawing or reading blueprints, or working geometry problems.

CLUES

Clues are related to each level of Aptitude S, Spatial.

Level 5. "I rate myself in the **lowest ten percent** of people my age."

- I have difficulty in working with drawings and diagrams or with sizes, shapes, and arrangements.
- My eyesight is poor.
- I cannot estimate such things as distance, height, weight, or speed.

Level 4. "I rate myself in the **bottom third** but **not** as low as the bottom ten percent of people my age."

- My grades in art, geometry, sewing, and mechanical drawing are mostly D's.
- I cannot draw, paint, or sculpture very well.
- I can use a needle and thread to sew on buttons, hooks, patches, etc.
- I enjoy arranging things so that they look nice.
- I can arrange packages in a large container such as a grocery sack or a car trunk to make them fit.
- When I play chess, checkers, billiards, or shuffleboard, I seldom win.
- I seldom work block puzzles or jigsaw puzzles because I find them difficult.

Level 3. "I rate myself about average, or in the **middle third** of people my age."

- My grades in art, geometry, sewing, and mechanical drawing are mostly C's.
- I am average in drawing, painting, or sculpturing.
- I can dance (modern or ballet) well.
- I can sew clothes from a pattern.
- I am an average chess, checkers, billiards, or shuffleboard player.
- I can solve block and jigsaw puzzles but lose interest in the hard ones.
- I can usually read drawings or diagrams for assembling models or doing electrical work.

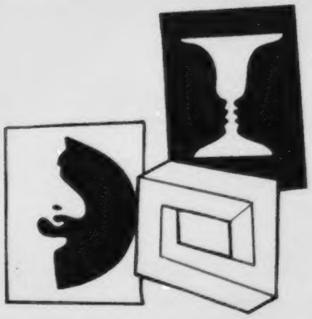
Level 2. "I rate myself in the **top third** but **not** the top ten percent of people my age."

- My grades in art, geometry, sewing, and mechanical drawing are mostly B's.
- I can make my own clothing quite well.
- I can draw, paint, or sculpture better than average.
- I have won recognition or awards for modern or ballet dancing.
- I am a better than average chess, checkers, billiards, or shuffleboard player.
- I can solve block and jigsaw puzzles better than average.
- I can read and understand electronic circuit diagrams. I can also assemble or repair radios or high fidelity components.

Level 1. "I rate myself in the **top ten percent** of people my age."

- My grades in art, geometry, sewing, and mechanical drawing are mostly A's.
- I have received awards or recognition for drawings, paintings, or sculpture.
- I have won awards or recognition for clothes designing or sewing.
- When I play chess, checkers, billiards, or shuffleboard, I usually win.
- I quickly solve difficult block puzzles and jigsaw puzzles.
- I have no difficulty in reading complicated wiring diagrams and drawings or blueprints.
- I assemble models from kits, repair radios or high fidelity components correctly and well.

APTITUDE P: FORM PERCEPTION



Observing detail in objects or drawings. Noticing differences in shapes or shadings.

Form Perception is to notice detail in pictorial or graphic material and to make visual comparisons. It also includes seeing differences in shapes and figures or in the width or length of lines.

CLUES

Clues are related to each level of Aptitude P, Form Perception.

Level 5. "I rate myself in the **lowest ten percent** of people my age."

- I have difficulty in recognizing differences or likenesses in sizes or shapes.
- My eyesight is poor.

Level 4. "I rate myself in the **bottom third** but **not** the bottom ten percent of people my age." my age."

- My grades in art, science, shorthand, and mechanical drawing are mostly D's.
- I seldom work jigsaw puzzles because I find them difficult.
- I have no difficulty in sorting nuts, bolts, screws, and similar items according to size and shape.
- I can iron clothing neatly.
- I can tell when fruits and vegetables are ready for picking.
- I seldom paint or do other art work because I do not like the way the result of my work looks.
- I can repair and glue furniture parts, picture frames, and wooden objects.

Level 3. "I rate myself about average, or in the **middle third** of people my age."

- My grades in art, science, shorthand, and mechanical drawing are mostly C's.
- I can use a camera to take attractive photographs.
- I can usually solve jigsaw puzzles.
- I usually notice when pictures, mirrors, or other objects are slightly crooked.
- I can use a sewing machine and follow a pattern.
- I can plan and prepare a meal for a family of four or five.
- I can identify cars by make, model, and year.
- I do average or better than average work in the school band, orchestra, or chorus.
- I can identify trees from their shape, leaves, and bark.

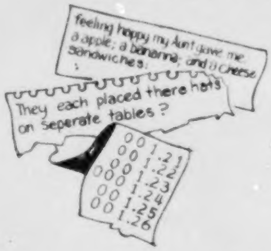
Level 2. "I rate myself in the **top third** but **not** the top ten percent of people my age."

- My grades in art, science, shorthand, and mechanical drawing are mostly B's.
- I have won recognition or awards in photography.
- I can develop, print, and enlarge my own photographs.
- I can usually solve difficult jigsaw puzzles.
- I design clothing, furniture, toys, or models well.
- I can print or do other art work well.
- I can read fairly difficult music.

Level 1. "I rate myself in the **top ten percent** of people my age."

- My grades in art, science, shorthand, and mechanical drawing are mostly A's.
- I can quickly see small differences in the shape or size of similar objects even when most people cannot.
- I can use a microscope to study the important details of biological specimens.
- I can solve difficult jigsaw puzzles very well.
- I have won recognition or awards for original designs, such as clothing, furniture, or art work.

APTITUDE Q: CLERICAL PERCEPTION


feeling happy my Aunt gave me a apple; a banana; and a cheese sandwiches;
They each placed there hats on seperate tables ?
00 1.21
00 1.22
000 1.23
00 1.24
00 1.25
1.26

Observing details and recognizing errors in numbers, spelling, and punctuation in written materials, charts, and tables. Avoiding errors when copying materials.

Clerical Perception is to observe differences in printed or written copy, proofread words and numbers, and avoid careless numerical errors. It is also to check — quickly, correctly, and at a glance — whether objects are properly made or tasks correctly done. Examples may include the following tasks.

- Make sure that a sewing machine is properly threaded.
- Inspect an item for flaws.
- Check whether assembled parts fit well together.

CLUES

Clues are related to each level of Aptitude Q, Clerical Perception.

Level 5. "I rate myself in the **lowest ten percent** of people my age."

- School subjects which require figuring or close attention to detail are difficult for me.
- I have difficulty in finding misspelled words on a page.
- It is difficult for me to look over a column of numbers and find any that are incorrect.

Level 4. "I rate myself in the **bottom third** but **not** the bottom ten percent of people my age." my age."

- I can usually follow recipes for cooking or baking.
- It is difficult for me to follow detailed instructions or keep accurate records.
- I make a lot of careless mistakes in spelling and arithmetic.

Level 3. "I rate myself about average, or in the **middle third** of people my age."

- My grades in business subjects, English, and mathematics are mostly C's.
- I can file materials according to the alphabet or some other system.
- I can follow written instructions to knit, crochet, weave, sew, cook a meal, or bake cookies.
- I can read diagrams and follow most instructions for assembling a model or a piece of equipment.
- When I play games that require a fast and accurate use of words and numbers, I am an average player.
- When I make mistakes in arithmetic and spelling, I usually notice them when I check my work.

Level 2. "I rate myself in the **top third** but **not** the top ten percent of people my age."

- My grades in business subjects, English, and mathematics are mostly B's.
- I can copy records and reports quickly and correctly by hand or with a typewriter.
- I have done a good job as the club's secretary or treasurer, or as the athletic team's manager.
- I can use the card file to locate materials in the library quickly and correctly.
- As a newspaper carrier or cashier in a grocery store, I have kept records or handled money well.
- I can read and follow cooking or sewing instructions easily.
- I seldom make errors in spelling, punctuation, or simple arithmetic. I quickly notice these kinds of errors when others make them.

Level 1. "I rate myself in the **top ten percent** of people my age."

- My grades in business subjects, English, and mathematics are mostly A's.
- When I play games that require a fast and accurate use of numbers, I am an excellent player.
- I excel in hobbies which require following detailed instructions or diagrams.

APTITUDE K: MOTOR COORDINATION

Moving the eyes and hands or fingers together to perform a task rapidly and correctly.

Furniture Sale

Motor Coordination means making the eyes and hands or fingers work together to perform, for example, the following tasks.

- Guide objects into position.
- Sort or assemble parts.
- Operate a typewriter or other office machine.
- Perform surgery or dental work in a rapid and accurate manner.
- Make accurate movements rapidly in response to a signal or an observation.

CLUES

Clues are related to each level of Aptitude K, Motor Coordination.

Level 5. "I rate myself in the **lowest ten percent** of people my age."

- I cannot perform tasks that require fast and accurate use of my eyes, fingers, and hands.
- A physical handicap prevents me from doing rapid or accurate handwork or other movements.

Level 4. "I rate myself in the **bottom third** but **not** as low as the bottom ten percent of people my age."

- My grades in typing, shorthand, physical education, industrial arts, or home economics are mostly D's.
- My grades on shop projects are mostly D's.
- I can do physical work if it does not require precise movements.
- I am not active in varsity sports or usually do not make the first team.
- I have had part-time jobs such as washing cars, raking leaves, or doing general cleaning, and performed well.

Level 3. "I rate myself about average, or in the **middle third** of people my age."

- My grades in typing, shorthand, physical education, industrial arts, or home economics are mostly C's.
- My grades on shop projects are mostly C's.
- I am active in varsity sports and an average player.
- I have had part-time jobs such as delivering papers, taking care of lawns, or working at a drive-in, and performed well.

Level 2. "I rate myself in the **top third** but **not** the top ten percent of people my age."

- My grades in typing, shorthand, physical education, industrial arts, or home economics are mostly B's.
- My grades on shop projects are mostly B's.
- I am a good ping-pong, golf, swimming, basketball, softball, or volleyball player.
- I can paint, sew, assemble models, knit, work fine metal or wood, play a musical instrument, or twirl a baton quite well.
- I have had part-time jobs as a typist, cashier, playground or assembly worker, and performed well.

Level 1. "I rate myself in the **top ten percent** of people my age."

- My grades in typing, shorthand, physical education, industrial arts, or home economics are mostly A's.
- My grades on shop projects are mostly A's.
- I excel in one or more sports such as ping-pong, golf, swimming, basketball, softball, or volleyball.
- I excel in dancing, baton twirling, painting, playing a musical instrument, or target shooting.

APTITUDE F: FINGER DEXTERITY

Moving the fingers to work with small objects rapidly and correctly.

Finger Dexterity means using the fingers to perform, for example, the following tasks.

- Surgery and dental work.
- Typing and taking shorthand.
- Playing a musical instrument.
- Doing fine work with hand tools.

CLUES

Clues are related to each level of Aptitude F, Finger Dexterity.

Level 5. "I rate myself in the **lowest ten percent** of people my age."

- I cannot perform tasks which require small, detailed work with my fingers quickly and correctly.
- I have a physical handicap which prevents me from doing fine work with my fingers.

Level 4. "I rate myself in the **bottom third** but **not** as low as the bottom ten percent of people my age."

- My grades in typing, shorthand, industrial arts, or home economics are mostly D's.
- I can mend my clothes or adjust hems.
- I can refinish furniture, pick berries, peel fruits, or prepare vegetables for cooking.
- I cannot do very fine work with my fingers very well.

Level 3. "I rate myself about average, or in the **middle third** of people my age."

- My grades in typing, shorthand, industrial arts, or home economics are mostly C's.
- I help make some of my clothes.
- I can build models, crochet, carve wood, assemble or repair electronic equipment fairly well.
- I can repair broken extension cords, leaky faucets, or broken toys.

Level 2. "I rate myself in the **top third** but **not** the top ten percent of people my age."

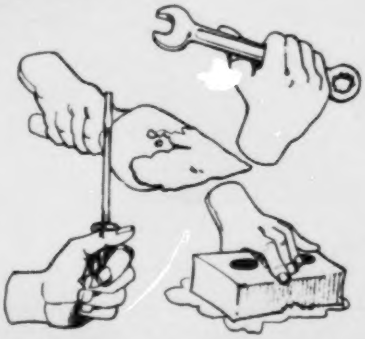
- My grades in typing, shorthand, industrial arts, or home economics are mostly B's.
- I play in the school band or orchestra.
- I make many of my own clothes.
- I can build models, crochet, carve wood, assemble or repair electronic equipment, or sculpture quite well.

Level 1. "I rate myself in the **top ten percent** of people my age."

- My grades in typing, shorthand, industrial arts, or home economics are mostly A's.
- I have received awards or recognition as an instrumental musician.
- I can build models, sew, carve wood, assemble or repair electronic equipment, or sculpture expertly.

APTITUDE M: MANUAL DEXTERITY

Moving the hands with ease and skill. Working with the hands in placing and turning motions.



Manual Dexterity means using the hands to perform, for example, the following tasks.

- Directing a band or orchestra.
- Designing displays or exhibits.
- Building models.
- Working as a juggler or acrobat.
- Making furniture.
- Operating office equipment.
- Grooming pets.

CLUES

Clues are related to each level of Aptitude M, Manual Dexterity.

Level 5. "I rate myself in the **lowest ten percent** of people my age."

- I cannot perform tasks which require the use of one or both of my hands quickly and correctly.
- I have a physical handicap which prevents me from working rapidly and correctly with my hands.

Level 4. "I rate myself in the **bottom third** but **not** as low as the bottom ten percent of people my age."

- My grades in physical education, home economics, industrial arts, or instrumental music are mostly D's.
- I can use a hammer or pliers to make simple repairs. I can also use a paint brush or roller to paint a room.
- I can wash windows and polish furniture well.
- I am not a very good volleyball, basketball, tennis, or baseball player.

Level 3. "I rate myself about average, or in the **middle third** of people my age."

- My grades in physical education, home economics, industrial arts, or instrumental music are mostly B's and C's.
- I do odd jobs around the house, such as repairing extension cords or decorating and arranging my own room.
- I can trim shrubbery, plant a garden, or use a power mower quite well.
- I am an active and average volleyball, basketball, tennis, or baseball player.

Level 2. "I rate myself in the **top third** but **not** the top ten percent of people my age."

- My grades in physical education, home economics, industrial arts, or instrumental music are mostly A's and B's.
- I make many of my own clothes.
- I play an instrument in the school band or orchestra.
- I do magic tricks or puppetry well enough to entertain an audience.
- I perform well in activities such as juggling, judo, or gymnastics.
- I can use hand tools such as saws, screwdrivers, or paint brushes quite well.
- I am a good volleyball, basketball, or tennis player.

Level 1. "I rate myself in the **top ten percent** of people my age."

- My grades in physical education, home economics, industrial arts, or instrumental music are mostly A's.
- I can play one or more musical instruments very well.
- I have won recognition or awards in painting, carving, sculpturing, or industrial arts.
- I excel in such sports as volleyball, basketball, or tennis.

APTITUDE E: EYE-HAND-FOOT COORDINATION

Moving the hands and feet together in response to visual signals or observations.

Eye - Hand - Foot Coordination means moving the hands and feet together in response to a visual signal indicating the need to react. It includes such tasks as piloting a plane, driving a car or tractor, or operating a duplicating machine.

CLUES

Clues are related to each level of Aptitude E, Eye-Hand-Foot Coordination.

Level 5. "I rate myself in the **lowest ten percent** of people my age."

- I have difficulty in sports which require running, jumping, or throwing and hitting a ball quickly or correctly.
- I have a physical handicap which prevents me from moving my eyes, hands, and feet together.

Level 4. "I rate myself in the **bottom third** but **not** as low as the bottom ten percent of people my age."

- My grades in physical education are mostly D's.
- It would be very hard for me to play an instrument and do marching formations at the same time.
- I am not active in basketball, volleyball, tennis, or similar sports because I am not very good in them.
- I can mow the lawn, take care of the garden, bathe the dog, or do general housework.

Level 3. "I rate myself about average, or in the **middle third** of people my age."

- My grades in physical education are mostly B's and C's.
- I am in the marching band.
- I can ride a bicycle or operate a riding mower easily.
- I am an average tennis, volleyball, or basketball player.
- I can drive a car with a stick shift.

Level 2. "I rate myself in the **top third** but **not** the top ten percent of people my age."

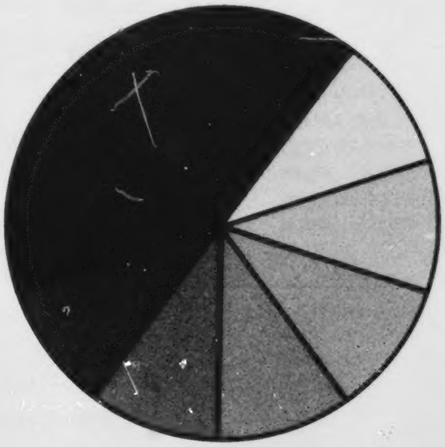
- My grades in physical education are mostly A's and B's.
- I can twirl a baton, ice-skate, ride a bicycle, or perform gymnastics quite well.
- I am a good tennis, volleyball, or basketball player.
- I have had dancing lessons and performed well in dance recitals.

Level 1. "I rate myself in the **top ten percent** of people my age."

- My grades in physical education are mostly A's.
- I have performed as a solo ballet dancer. I have also had advanced training in other forms of dance.
- I have won awards or recognition as a gymnast.
- I can play difficult music on the organ.
- I have won awards or special recognition for baton twirling.

APTITUDE C: COLOR DISCRIMINATION

Seeing likenesses or differences in colors or shades. Identifying or matching certain colors. Selecting colors which go well together.



Color Discrimination is to recognize harmonious, contrasting, or specific colors and shades in order to perform, for example, the following tasks.

- Art work or decorating.
- Analyzing chemicals, metals, or animal tissues.
- Mixing paints.

CLUES

Clues are related to each level of Aptitude C, Color Discrimination.

Level 5. "I rate myself in the **lowest ten percent** of people my age."

- I cannot select colors that people say go well together.
- I prefer to buy clothes with someone's help to make sure that the colors go well together.
- I am color blind.

Level 4. "I rate myself in the **bottom third** but **not** as low as the bottom ten percent of people my age."

- My grades in art are mostly C's and D's.
- I have never taken art as an elective subject.
- When I plan my wardrobe, I usually need someone's help to make sure colors go well together.
- I can see the difference between red and green traffic lights. However, it is difficult for me to see differences in colors which are not so bright and clear.

Level 3. "I rate myself about average, or in the **middle third** of people my age."

- My grades in art are mostly B's and C's.
- I take quite good pictures with my camera. I can recognize colors that are not sharp or clear.
- I plan my clothes so colors go well together.
- I have helped design scenery for a play.

Level 2. "I rate myself in the **top third** but **not** in the top ten percent of people my age."

- My grades in art are mostly A's and B's.
- I have designed some of my clothes.
- I am often asked to make posters for school activities or other events.
- I have selected the colors and the fabrics to decorate my own room or other rooms in the house.
- I can almost always recognize fine differences in color tones or shades.

Level 1. "I rate myself in the **top ten percent** of people my age."

- My grades in art are mostly A's.
- I have won awards or recognition for painting or have sold some of my art work.
- I design my own clothes.
- I can easily tell differences between very similar tints and shadings of color.

4. The aptitude estimates are indicators of the ease with which students can develop abilities. However, they may be misleading. If a student has had a great deal of experience in performing certain tasks, the estimate might be too high. But if he or she has had little experience in an area, his or her estimate might be too low.

4. You now have a profile of the aptitudes you think you have. Looking at your completed Aptitude Self-Estimate Record, consider the following questions.

   a. Do you think the profile **describes** you?

   b. What did you learn about yourself through estimating your aptitudes?

   c. Which aptitudes do you like **best**?

   d. Are there any aptitudes in which you **wish** you had a **higher** level?

   e. Do you think you can **develop abilities** in the areas that are most important to you? Why, or why not?

activity E

Comparing Your Aptitudes

Activity E (25 minutes)

In this activity, you can examine and compare your aptitudes to those needed for Worker Trait Groups that interest you.

1. Compare the aptitude requirements of the Worker Trait Groups that interest you to your aptitude estimates.

   a. Turn to the Worker Trait Group Exploration Chart on page 46 of your Activity Booklet.

   b. Use the Aptitudes Index to find the aptitudes important to each Worker Trait Group listed in **Column 1.** This index is located in Appendix A of your text.

   c. Use your Aptitude Self-Estimate Record to check whether or not you meet the aptitudes listed for each Worker Trait Group. In the **plus (+)** section of Column 7 of the Worker Trait Group Exploration Chart, enter the codes of the aptitudes you **meet or exceed.** In the **minus (−)** section of Column 7, enter the codes of the aptitudes you do **not** meet.

1. Direct students to compare their aptitudes to those listed in preferred Worker Trait Groups. You may wish to demonstrate that students can run the top edge of the Aptitude Self-Estimate Record along the groups for easier comparison.

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2. Students may wish to use aptitudes they estimated at an average level but in which they have strong interest, as well as aptitudes which they estimated at a higher level.

3. Remind students that this information is to be used only in a general way, as specific occupational requirements may differ. These differences may include either an additional aptitude for an occupation, or fewer aptitudes for an occupation than for the WTG. The levels of aptitudes required for occupations usually do not vary significantly from the levels required for the Worker Trait Group.

unit summary

Ask students to read and discuss the unit summary.

2. You can also use your aptitude estimates **to find Worker Trait Groups to explore.** Choose one or more of the aptitudes imtant to you. Your Aptitude Self-Estimate Record in the Activity Booklet can help you choose these aptitudes. Turn to the Aptitudes Index, Appendix A of your text. Find the Worker Trait Groups in which you can use your aptitudes. If you wish to explore any of these groups, add them to Column 1 of the Worker Trait Group Exploration Chart.

3. Remember that the Worker Trait Group aptitude levels are only **estimates.** These aptitude requirements refer to the Worker Trait Group as a **whole** for an average satisfactory performance. The information you have collected is to be used in a general way to help you in your career planning. Requirements for specific occupations within the group may **differ** to some degree.

unit summary

Unit IX presents the concept of aptitude as an important **factor** in **career planning.** Different occupations require different competencies. The **aptitude types** and **levels** suggest these **competencies.** Knowing your own aptitudes gives you an idea of the **ease** or **difficulty** with which you can learn the occupations' tasks. This information can help you **confirm** or **question** the occupations you are exploring.

You need to consider what you can learn to do to select an occupation.

major competencies

As a result of the activities in Unit X, students should be able to do the following:

1. Describe personal experiences and observations related to the physical environment of work settings (Activities A, B, C, D, E).
2. Identify personal preferences for physical environment (Activities B, C, D, E).
3. Describe personal experiences and observations related to the social environment of work settings (Activities F, G, H, I).
4. Describe the work setting of a worker (Activity H).
5. Describe the effects of the social environment in a simulated work setting (Activity G).
6. Identify ways of adjusting within a work setting (Activity J).
7. Describe preferred physical and social environment (Activities H, I, K).

Unit X Readability

Unit X has been tested for readability with the following results:

	Grade Level
Flesch	8.0
Farr-Jenkins-Patterson	9.0
Danielson-Bryan	6.9

equipment and materials

The following equipment and materials are needed for the activities in Unit X.

Teachers will need:

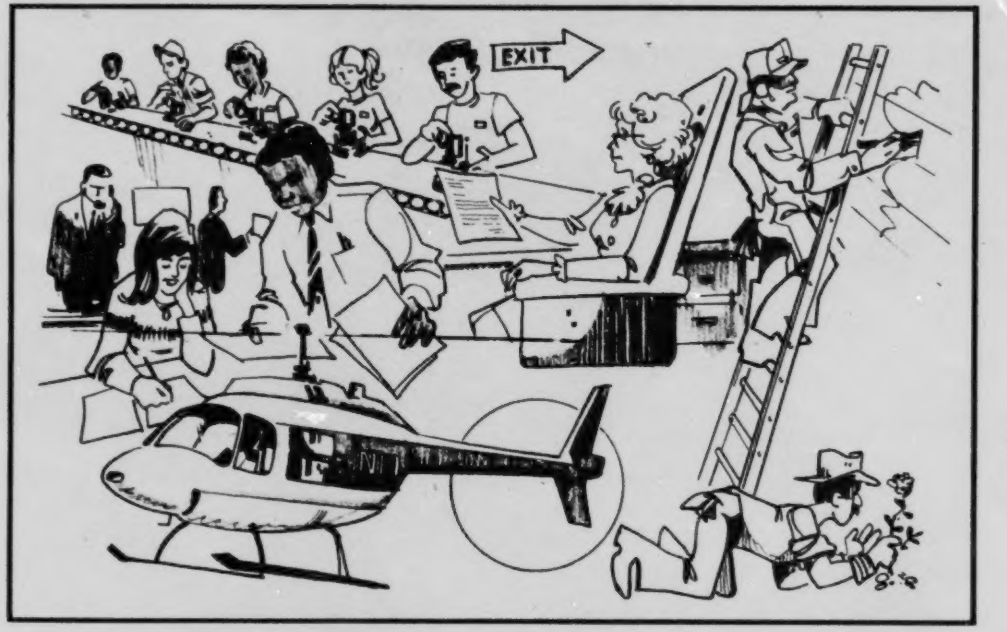
Filmstrip projector/screen
(Activity A)
Cassette tape player
(Activities A, D, I)
FS/CASS "Working Conditions and Physical Demands"
(Activity A)
CASS "Sounds of Work" (Side 1)
"What Is My Occupation?" (Side 2)
(Activities D, I)

UNIT X

Working

unit introduction

Working is what a person does within a work setting to accomplish certain tasks. In earlier units, you explored the kinds of tasks you prefer. In this unit, you can explore how your job satisfaction is influenced by the **physical and social environment** of a job. The **ease** with which you adjust to your work setting (where and with whom you work) affects your **satisfaction** in any job. This unit describes **social and physical work settings.** It also presents **ways to increase your satisfaction** in the work setting.



Occupations may have different work settings. How many work settings do you see in the illustration?

overview

WHAT	HOW
The **concepts** in this unit are:	The **activities** in this unit are:
1. Physical environment.	● responding to a filmstrip. ● identifying physical demands. ● examining physical demands. ● responding to a tape. ● exploring working conditions.
2. Social environment.	● exploring the social environment. ● playing a game.
3. Adaption or adjustment in work settings.	● interviewing a worker. ● responding to a tape. ● changing work settings. ● choosing work settings.

WHY

The **goal** of this unit is to help you choose and shape satisfying work settings.

key terms

Work setting – the physical and social environment of a worker on a job.

Physical environment – the physical demands and working conditions of a work setting.

Physical demands – the physical activities workers must be able to perform. They include lifting, carrying, sitting, climbing, talking, and listening.

Working conditions – the physical surroundings of a worker in a job. They include location, temperature, humidity, noise, hazards, and ventilation.

Social environment – the nonphysical aspects of a work setting. It includes regulations and interpersonal relations.

Regulations – the formal rules by which work settings are organized.

Interpersonal relations – how the people in a work setting relate to one another. They include the relations between supervisors and the workers they supervise, employers and employees, workers and customers, and co-workers. The nature of these relations often determines the satisfaction of a worker on the job.

Interact – to be involved with someone or something. When you **interact with others, you** affect **them** and what they do, and **they** affect **you** and what you do.

Adaption – the process by which the worker and the work setting adjust to each other.

Job satisfaction – the positive feeling that results when a person's needs and values are met through work. It includes achieving one's goals and the **way** in which they are achieved.

Students will need:

Student text
(for all activities)
* Activity Booklet
(Activities A, C, G, K)
Paper clips, 8½″ x 11″ paper, scissors
(Activity G)

* Please caution students **not** to tear out pages **except** where told to do so.

planning and preparation

1. The projected time allotments for the presentation of the unit concepts are as follows:

Concept	Activities	Time
1	A, B, C, D, E	2½ periods
2	F, G	1½ periods
3	H, I, J, K	3 periods

TOTAL TIME: 7 class periods

2. Read the teacher's instructions for Activity G. You will need to have paper, paper clips, and scissors for the students to use in this activity.

unit introduction

Ask students to read and discuss the unit introduction.

overview

Ask students to examine the overview. Explain that it shows **what** they can do in Unit X, **how** they can do it, and **why.**

key terms

Ask students to read and discuss the definitions. Make sure each student has a clear understanding of each term.

look ahead

Students will need to find and interview a worker prior to Activity H. The worker's answers will need to be written on a separate piece of paper. If possible, the students should interview the worker on the job. A review of the key terms, prior to the interview, may help direct their questions during the interview.

look ahead

Before Activity H, you will need to find and interview a worker. Interview a worker whose job interests you. The worker might be a neighbor, a parent, a friend, or someone you do not know. If possible, visit the person at work so that you can experience the physical environment. In the interview, focus on the work setting rather than the tasks the worker performs. Use the following questions as a guide, but add others of your own if you wish.

1. What is the title of your occupation?
2. Do you work inside, outside, or both?
3. How often are you exposed to temperature changes? Extremes of heat or cold?
4. How often are you exposed to wet or humid conditions?
5. What noises do you hear at work?
6. Do you work in fumes, odors, or dust? If so, to what extent?
7. What other dangers or hazards are you exposed to?
8. What physical activities must you be able to perform? Sitting for long periods, standing, climbing, stooping, crawling, lifting, pushing?
9. Do you like the working conditions of your work? Why, or why not?
10. Do you find the working conditions easy to cope with?
11. What kinds of rules do you have to follow?
12. Why are these rules important in this work?
13. How do you feel about the rules?

14. Do you ever have difficulty with the rules? Why?

15. How many people do you have to get along with?

16. Are these people customers, employers, co-workers, etc.?

17. Why is it important to get along with them?

18. What makes it hard to get along with the people you work with?

19. What makes it easy to get along with them?

20. How do you feel about working with people in your job?

21. How have you and your work setting changed since you took this job? Why?

You will need to bring your written and completed interview to class for Activity H.

Concept 1

The physical environment represents only one aspect of a work setting, yet it can greatly affect job satisfaction and job performance.

Concept 1

Physical Environment

Working conditions and physical demands make up the physical environment of a work setting. **Working conditions** include the sounds, smells, sights, humidity, and temperature that affect the worker. **Physical demands** are what a worker must be able to do while working. These aspects of the physical environment can affect workers' job satisfaction and job performance.

The physical environment plays an important part in job satisfaction.

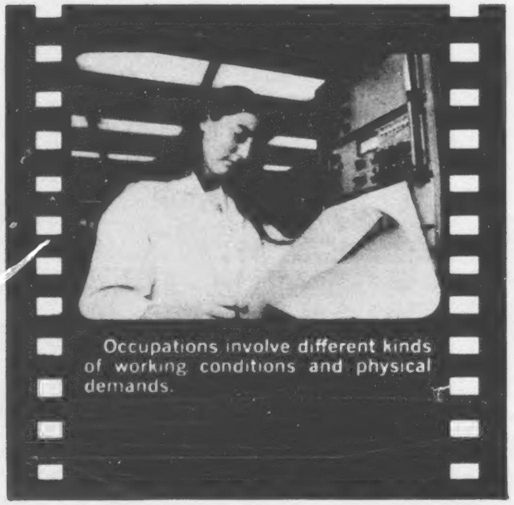
activity A

Working Conditions and Physical Demands

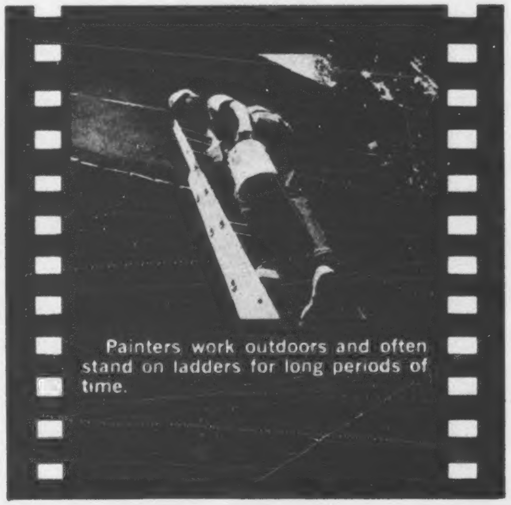
In this activity, you will see the filmstrip, "Working Conditions and Physical Demands." This filmstrip describes the **conditions** and **demands** associated with a **variety** of occupations. Together, conditions and demands make up the physical environment. The filmstrip shows how the work setting can **affect** the worker.

1. You can use the following "Instant Replay" as a review of the main points in the filmstrip.

instant replay



Occupations involve different kinds of working conditions and physical demands.



Painters work outdoors and often stand on ladders for long periods of time.

Activity A (30 minutes)

1. Introduce the filmstrip with the following questions. Suggested responses are included.
   a. How do work conditions affect job satisfaction?

   Job satisfaction increases when the working conditions match the worker's needs. For example, if workers like the facilities, personnel, and job demands, they are more likely to find the job satisfying.

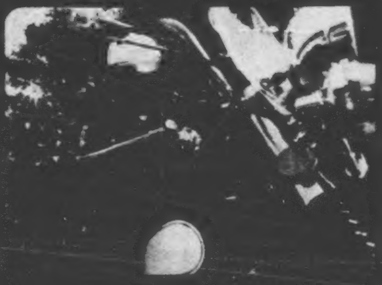
   b. Why is it important to be aware of the working conditions and physical demands when you are exploring occupations?

   The job environment and demands do have an effect on the worker's satisfaction. Many workers select an occupation for its physical demands and/or working conditions rather than for work tasks, prestige or pay. For example, persons who choose to work outdoors as forest rangers forego inside occupations that have higher salaries. Police workers have extremely hazardous work for an average salary, when they could choose another, less hazardous occupation for approximately the same salary.

   Show the filmstrip "Working Conditions and Physical Demands." The "Instant Replay" is provided so students may refer to the major ideas presented in the filmstrip. It also presents these ideas to the students who were absent during the filmstrip presentation.

Chemical workers wear safety masks to protect themselves from toxic fumes, odors, and excessive heat.

Airline pilots spend many hours seated in cockpits. They travel at high altitudes.



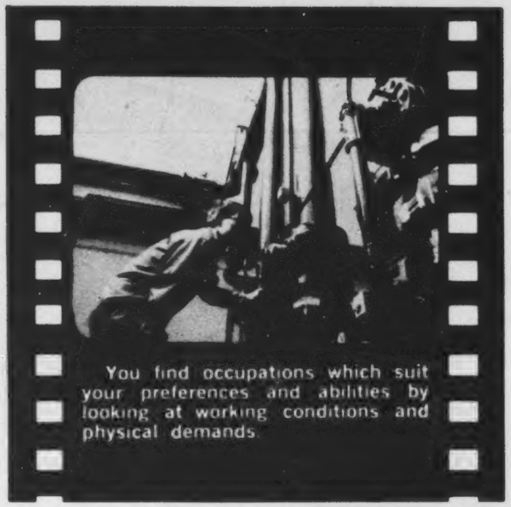
Traffic officers control traffic in a patrol car, on a motorcycle, or on foot. Directing traffic and issuing tickets expose them to hazardous conditions.

Newspaper reporters collect and analyze facts. To do this, they travel to different locations. They must get a story despite danger, discomfort, or long work hours.

Physical therapists work in hospitals and clinics. They direct patients in exercises using pulleys and weights, steps, and inclined surfaces.

Meat dressers work in meatpacking plants, butchering livestock. They must work in heat and cold. They often engage in strenuous activities.

Surveyors start work at the office, where they make calculations. While surveying, they work outdoors. There, they may be exposed to bad weather conditions.



You find occupations which suit your preferences and abilities by looking at working conditions and physical demands.

2. Turn to the Physical Environment worksheet on page 31 of your Activity Booklet.

   a. Review and discuss the Working Conditions and Physical Demands key in Part 1 of the worksheet. The key lists the various working conditions and physical demands described in the filmstrip.

   b. The table in Part 2 has three columns. The first column lists the eight occupations described in the filmstrip. The second and third columns contain letters and numbers. These letters and numbers represent the working conditions and physical demands listed in Part 1. **Circle** the letters and numbers you think best describe the working conditions and physical demands of the occupations listed in the first column.

   c. In Part 3, **cross out** the letters and numbers which represent the working conditions and physical demands you **do not like. Circle** the ones you **like most.** In the space provided, describe a work setting you **would not like,** one you **would not mind,** and one you **would like very much.** Think of a **job title** for the work setting you like very much. Write the title in the space provided.

(Continued on next page)

2. Direct students to complete their Physical Environment worksheet. Review and discuss the working conditions and physical demands listed in Part 1 of the worksheet. A general discussion is sufficient for this activity, as later activities will present the physical demands and working conditions in greater detail.

d. Share and discuss your answers, job title, and work setting descriptions with the class. Why might different physical environments appeal to different people? To the same people at different ages? How can an awareness of the working conditions and physical demands involved in occupations help you explore your career?

activity B

Activity B (25 minutes)

Identifying Physical Demands

1. Direct students to read the descriptions of physical demands. Although there may be other ways of describing physical demands, the structure of the **Dictionary of Occupational Titles**, published by the U. S. Department of Labor, is used in this unit because information about Worker Trait Groups is given in these terms.

The physical demands of occupations have been listed and grouped by type. This activity will help you find which **physical demands** you **like** and **dislike.** You will be able to use this knowledge to explore occupations.

1. Read the descriptions of the following types of physical demands.

Type No. 1. Lifting, Carrying, Pushing, and/or Pulling.

These are the most important "strength" activities. In general, a person able to do one can do them all. They are defined as follows:

(1) **Lifting.** Raising or lowering an object from one level to another. This activity includes upward pulling.

(2) **Carrying.** Moving an object from one place to another, usually holding it in the hands, arms, or on the shoulder.

(3) **Pushing.** Using force upon an object to move it away from the force. This activity includes slapping, striking, kicking, and treadle actions.

(4) **Pulling.** Using force upon an object to move it toward the force. This activity includes jerking actions.

Type No. 1 may be divided into the following **levels** of work requirements.

S — Sedentary Work

Sedentary work usually involves **sitting**, but may often involve **walking** and **standing**. Objects lifted and/or carried, such as record and account books or small tools, may weigh no more than 10 pounds (4.5 kg).

L — Light Work

Light work means lifting objects weighing **no more than 20 pounds** (9 kg). It involves **frequent** lifting and carrying of objects weighing up to **10 pounds** (4.5 kg). Jobs may be considered light work if they require a lot of walking or standing. These jobs may involve sitting most of the time while using arms and legs for pushing and pulling.

M— Medium Work

Medium work means lifting objects weighing **no more than 50 pounds** (22.5 kg). It involves **frequent** lifting and carrying of objects weighing **no more than 25 pounds** (11.4 kg).

H — Heavy Work

Heavy work means lifting objects weighing **no more than 100 pounds** (45 kg). It involves **frequent** lifting and carrying of objects weighing **no more than 50 pounds** (22.5 kg).

V — Very Heavy Work

Very heavy work means lifting objects weighing **more than 100 pounds** (45 kg). It involves **frequent** lifting and carrying of objects weighing **50 pounds** (22.5 kg) or **more.**

Type No. 2. Climbing and/or Balancing.

(1) **Climbing.** Going up or down ladders, stairs, scaffolding (a raised structure to hold workers or building materials), ramps, poles, ropes, etc. It involves using feet and legs and/or hands and arms.

(2) **Balancing.** Maintaining control of the body to keep from falling when walking, standing, crouching, running or performing gymnastic feats. This activity is done on narrow, slippery, or moving surfaces.

Type No. 3. Stooping, Kneeling, Crouching, and/or Crawling.

(1) **Stooping.** Curving the body downward and forward by bending the spine at the waist.

(2) **Kneeling.** Getting down on the knee or knees.

(3) **Crouching.** Curving the body downward and forward by bending the legs and spine.

(4) **Crawling.** Moving about on the hands and knees or hands and feet.

Type No. 4. Reaching, Handling, Fingering, and/or Feeling.

(1) **Reaching.** Stretching out the hands and arms in any direction.

(2) **Handling.** Taking hold of an object, turning it, or otherwise working with the hand or hands. It does not include fingering.

(3) **Fingering.** Picking, pinching, or otherwise working mostly with the fingers rather than with the whole hand as in handling.

(4) **Feeling.** Becoming aware of the size, shape, temperature, or texture of objects and materials by using the hands and fingertips.

Type No. 5. Talking and/or Hearing.

(1) **Talking.** Expressing or exchanging ideas by means of the spoken word.

(2) **Hearing.** Perceiving sounds and/or information by means of the ear.

Type No. 6. Seeing.

Becoming aware of the shape, size, distance, motion, or color of objects by using the eyes. The major functions of the eyes are defined as follows:

(1) **Acuity.** Far — having a clear vision at **20 feet or more.** Near — having a clear vision at **20 inches or less.**

(2) **Depth perception.** Recognizing the length, width, or thickness of objects. Judging distance and space relationship so as to see objects where and as they actually are.

(3) **Field of vision.** Seeing the surrounding area, up and down and right and left, while the eyes are fixed on a given point.

(4) **Accommodation.** Adjusting the eye's lens to bring an object into sharp focus. This is especially important when doing close work at varying distances from the eye.

(5) **Color vision.** Seeing likenesses and differences among colors.

2. Ask students to discuss the different types of physical demands. Each demand must be significant, not just an occasional need in the occupations discussed.

   Stress that handicapped people are hired for what they **can** do. They are not hired out of sympathy or given special treatment. The loss of one physical capacity often leads to the fuller development of other capacities. For example, blind persons often have sharpened senses of hearing and touch. Loss of limb often results in superior strength in other parts of the body.

2. Discuss the different types of physical demands. Use the following questions as a guide.

   a. What experiences have you had with each of the physical demands?

   b. Where have you observed workers who meet these demands?

   c. For each demand, name at least one occupation in which that demand would be important.

   d. What influences do physical handicaps have on the selection of an occupation?

   e. What demand(s) would be difficult or unpleasant for you? Why?

   f. What demand(s) would you prefer to be a major part of your work? Why?

activity C

Examining Physical Demands

The physical demands which are important in each Worker Trait Group have been identified. In this activity, you can examine the physical demands of the Worker Trait Groups you are exploring.

1. Turn to the Worker Trait Group Exploration Chart on page 46 of your Activity Booklet. For each Worker Trait Group listed in Column 1, find the important **physical demands** and their codes. Use the Physical Environment Index, Appendix A of your text to do so.

2. Review the **descriptions** of the physical demands presented in Activity B. In the **plus (+)** section of Column 8, enter the codes of the physical demands you **can and want to meet.** In the **minus (−)** section of Column 8, enter the codes of those you **cannot or do not want to meet.**

3. Discuss the following questions.

    a. What are the physical demands of the Worker Trait Groups you are considering?

    b. Do these Worker Trait Groups include physical demands you cannot or do not want to meet? Do you still want to explore these groups further? Why, or why not?

    c. Which of the Worker Trait Groups you are considering include the physical demands you can and want to meet? Do you want to explore these groups further? Why, or why not?

Activity C (25 minutes)

1. Direct students to examine and record the physical demands and their codes of the Worker Trait Groups they are exploring.

2. Students need to consider their ability and desire to meet physical demands when entering the demands' codes in the positive and negative sections.

3. The class discussion should help students relate the physical demands they prefer to the occupations which interest them.

activity D

Activity D (20-25 minutes)

Sounds of Work

1. Ask students to read the titles and think about the sounds associated with each occupation.

2. Play the "Sounds of Work" cassette. Allow students enough time to write down their guesses between sounds.

3. Play the cassette again and ask students to name the occupation associated with each sound. The correct answers are: (1) dentist, (2) bookkeeper, (3) grocery clerk, (4) gravel plant operator, (5) airline pilot, (6) jackhammer operator, (7) auctioneer, (8) musician, (9) commercial clothes presser, (10) traffic officer, (11) carpenter, (12) typist, (13) printer, (14) truck driver, (15) playground director.

One type of working condition is the **kind and amount of noise** in the setting. In this activity, you will hear the sounds of fifteen different occupations.

1. Read the following titles of occupations. As you read, think about the sounds such work might involve.
   - a. Commercial clothes presser
   - b. Grocery clerk
   - c. Carpenter
   - d. Dentist
   - e. Printer
   - f. Jackhammer operator
   - g. Playground director
   - h. Truck driver
   - i. Auctioneer
   - j. Gravel plant operator
   - k. Musician
   - l. Airline pilot
   - m. Typist
   - n. Traffic officer
   - o. Bookkeeper

2. Number a piece of paper from one to fifteen. List the titles of occupations you read in Part 1 **in the order they occur** on the cassette. For example, if you think the first sound corresponds to a musician's work setting, you would write:

   1. Musician

   Listen to the "Sounds of Work" cassette.

3. Listen to the cassette again. As each sound is played, name the occupation you think it represents. Use the list you made in Part 2 as a guide.

4. **Discuss the importance of sound in work settings. Use the following questions as a guide.**
    a. What noises would you **like** to work with? Why?
    b. What noises would you **not want** to work with? Why?
    c. Are there noises you **could not** learn to work with? Why?
    d. Are your likes and dislikes the same as those of others in the class? Your friends? Your parents? Why, or why not?
    e. What are the noises associated with your work setting — the school? Which noises do you like? Which do you dislike?
    f. Would you **accept or refuse** a job on the basis of the sounds involved? Why, or why not?
    g. Do you think your preferences for sounds may change as you grow older? Why, or why not?

4. Lead a class discussion on the sounds of work. Students' responses will vary, depending on individual preferences.

activity E

Exploring Working Conditions

Activity E (15-20 minutes)

The kind and amount of noise in a work setting is only one type of working condition. The Department of Labor has identified **seven different types of working conditions.** These working conditions may be part of a work setting. They may influence a worker's desire to enter that setting.

1. Read the following descriptions of the different types of working conditions.

1. As students read the descriptions of the working conditions, you may need to help them clarify the meaning of some of the words such as "abrupt," "oscillating," "extremities," and "noxious."

WORKING CONDITIONS

Type No. 1. Inside, Outside, or Both.

I — Inside: Protection from weather conditions but not always from temperature changes. Workers spend about **75 percent** or more of their time **inside.**

O — Outside: No effective protection from weather conditions. Workers spend about 75 percent or more of their time outside.

B — Both: Inside and outside. Workers spend about 50 percent of their time inside and 50 percent of their time outside.

Type No. 2. Extremes of Cold Plus Temperature Changes.

(1) **Extremes of cold:** Temperatures low enough to cause noticeable bodily discomfort unless the worker is provided with exceptional protection.

(2) **Temperature changes:** Variations in temperature which are marked and abrupt, causing noticeable bodily reactions.

Type No. 3. Extremes of Heat Plus Temperature Changes.

(1) **Extremes of heat:** Temperatures high enough to cause noticeable bodily discomfort unless the worker is provided with exceptional protection.

(2) **Temperature changes:** Variations in temperature which are marked and abrupt, causing noticeable bodily reactions.

Type No. 4. Wet and Humid.

(1) **Wet:** Contact with water or other liquids.

(2) **Humid:** Moisture content of the atmosphere high enough to cause noticeable bodily discomfort.

Type No. 5. Noise and Vibrations.

Enough noise, either constant or at intervals, to cause noticeable distraction or possible injury to the sense of hearing. Enough vibrations to cause bodily harm if endured day after day. These vibrations produce movement or strain on the body or its extremities from repeated motion or shock.

Type No. 6. Hazards.

Situations in which the worker is exposed to the certain risk of bodily injury.

Type No. 7. Fumes, Odors, Toxic Conditions, Dust, and Poor Ventilation.

(1) **Fumes:** Smoke or vapors, usually strong smelling, thrown off as the result of combustion or chemical reaction.

(2) **Odors:** Foul smells, either toxic or nontoxic.

(3) **Toxic conditions:** Exposure to poisoning dust, fumes, gases, vapors, mists, or liquids causing general or local disabling conditions. These conditions happen as a result of breathing the substance or its action on the skin.

(4) **Dust:** Air filled with small particles of any kind. The particles may include textile dust, flour, wood, leather, feathers, silica, asbestos, etc. This condition makes the place of work unpleasant or the source of diseases.

(5) **Poor Ventilation:** Not enough movement of air causing a feeling of suffocation or exposure to drafts.

2. Ask students to identify occupations having these working conditions.

3. Direct students to examine and record the working conditions and their codes of the Worker Trait Groups they are exploring.

4. Students need to consider their likes and dislikes when entering the working conditions' codes in the positive and negative sections.

5. The discussion should focus on the entire physical environment of the occupations students are exploring.

6. Ask students to review the data recorded on the entire chart. Students may want to share their findings with the class.

look ahead

Check whether students are interviewing workers as assigned earlier in the unit.

Collect supplies for the Paper Clip Game in Activity G.

2. Sometimes the working conditions are similar for most jobs in an occupation. With the class, try to name some occupations which would have the conditions described above.

3. Turn to the Worker Trait Group Exploration Chart on page 46 in your Activity Booklet. For each Worker Trait Group listed in Column 1, find the important **working conditions** and their codes. Use the Physical Environment Index, Appendix A of your text to do so.

4. Review the **descriptions** of the working condition presented in Part 1 of this activity. In the **plus (+)** section of Column 9, enter the codes of the working conditions you **prefer.** In the **minus (−)** section of Column 9, enter the codes of the working conditions you **want to avoid.**

5. Consider the **entire** physical environment of each of the occupations you are exploring. How do the physical demands and working conditions you prefer relate to the occupations which interest you?

6. Review the information you have recorded on the entire Worker Trait Group Exploration Chart. You now have information on school subjects, worker requirements, clues, preparation, education and training, aptitudes, physical demands, and working conditions. Which of these factors are most important to you? Identify the Worker Trait Groups which include the factors which you **most** want to have in your work. In Column 10 of the chart, put a "yes" by the Worker Trait Groups you want to explore further.

Concept 2

Social Environment

The **social environment** of a work setting is determined by **regulations** and **interpersonal relations.** The regulations specify the way in which the work is organized. They include employment policies, work rules, safety regulations, and codes of conduct. These regulations may be developed and enforced by employers, state and federal agencies, or by workers through unions.

Interpersonal relations are the ways workers interact with one another. Each worker's personality, his attitudes toward other workers, and feelings about his work influence the social climate of a work setting.

Learning to adapt to the social environment is an important part of job satisfaction.

The people in a work setting create a unique social environment that will affect a worker's happiness in the setting.

Concept 2

Ask students to read and discuss the concept introduction.

activity F

Activity F (20-25 minutes)

Exploring the Social Environment

1. Review the definition of social surroundings. Ask students to read the descriptions of regulations and interpersonal relations.

2. Guide the discussion of regulations in the school work setting. Be aware that some students may be reluctant to express themselves if they feel you may be punitive. Answers may vary from school to school.

The social surroundings of any work setting take two forms: **regulations** and **interpersonal relations.** This activity will help you explore their effects on your life.

1. Read the following descriptions.

   Regulations are the formal rules by which a work setting is organized. They may be written or given to new workers orally. Each work setting has its own set of rules and its own manner of enforcing them. Workers may have to follow dress codes, set hours of work and refreshment, and safety rules. Others may be required to wear uniforms or protective clothing and equipment. Some workers may have to meet grooming standards. Regulations are usually the same for workers doing the same job.

   Interpersonal relations are the ways people in a work setting relate to one another. The people in the setting may be those the worker supervises, customers, co-worker, or supervisors. These relations are different for every worker in a work setting. The ways in which people relate vary greatly. People may trust, like, deceive, irritate, interfere, compete, or cooperate with each other. Their relations can speed or slow work. The people in a work setting will affect a worker's satisfaction in that setting.

2. Discuss the regulations in your school work setting. Use the following questions as a guide.

a. What are the regulations in your school?

b. Are they the **same for everyone?** If not, for whom do they differ?

c. Who **makes** the regulations?

d. Who **enforces** the regulations?

e. Are **all** regulations enforced? Why, or why not?

f. Are regulations ever **changed?** If so, how?

g. What is the **purpose** of the regulations?

3. Discuss interpersonal relations. Use the following questions as a guide. Feel free to express your feelings and opinions while respecting those of others.

a. Who are the people with whom you have contact in your work setting?

b. Do you relate to all these people in the same way? If not, what is the difference?

c. Do they have an effect on your work? If so, how?

d. Do all the students relate to others in the same way you do? Why, or why not?

e. Who decides how you will relate to someone?

f. How can unpleasant relationships be sometimes very efficient in getting a task done?

g. Would you **accept or refuse a job** because of the people with whom you would have to work? Why, or why not?

3. Have students discuss interpersonal relations. If students have difficulty in responding to text questions, you may want to give examples from your own experience. Encourage frankness, but stress the need to maintain an atmosphere of respect for the feelings and opinions of others.

activity G

Activity G (50 minutes)

The Paper Clip Game is a work simulation activity designed to focus students' attention on the effects working conditions have on the worker and the work performed.

The game is designed to be played by an entire class. Eleven students are required to staff the minimum of two work crews (three workers and a supervisor each crew) and the three special jobs (Quality Controller, Paper Supply Clerk, and Clip Supply Clerk). Larger or additional crews can be organized to involve all students in larger classes. Assistant clerks or controllers can be assigned to equalize crew membership.

Materials:

- 3 sheets of 8½" x 11" plain paper per crew to be folded and torn in half by the Paper Supply Clerk to form 6 8½" x 5½" sheets per crew
- 30 paper clips per crew (paper clips should all be of the same size and new)
- 4 requisition sheets per crew (to be removed from Activity Booklets)
- 6 delivery tickets per crew
- 3 sheets of paper for signs
- 1 magic marker for signs

1. Ask students to read the general rules. Then introduce the game by giving students a setting or context in which they can play it as realistically as possible.

Playing the Paper Clip Game

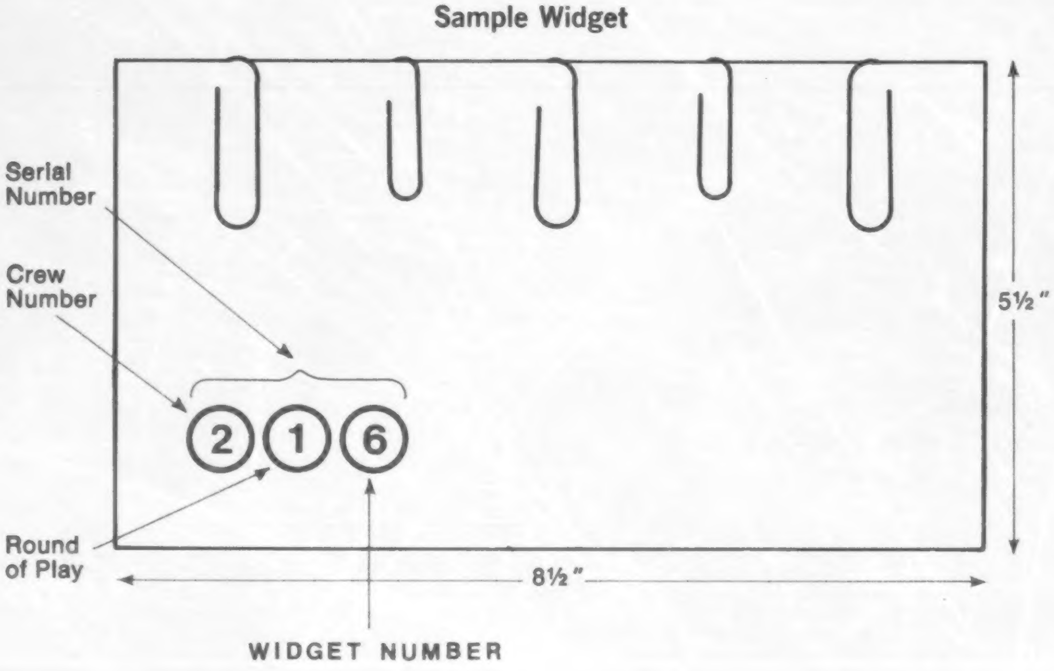
This activity imitates a work experience to help you examine working conditions. By playing and discussing the Paper Clip Game, you should be able to experience the following:

- the effect **regulations** have on the **worker** and the **work done.**
- the effect **interpersonal relations** have on the **work done.**
- the effect different ways of organizing the work have on the **worker** and the **quality of the work.**

1. Read the following general rules to learn how to play the Paper Clip Game.

GENERAL RULES

a. You work for a company that has received a contract to produce a widget. This is a five-piece mechanism and a part of a larger product being developed. See the following illustration of a sample widget.



b. To make the most profit, the company has decided to form different crews to find the fastest and best way to produce the part.

c. You are to be either a member of one of the crews or to have a special job in the company.

d. The teacher will assign students to the special jobs of Paper Supply Clerk, Clip Supply Clerk, and Quality Controller. All other students will be crew members.

e. The teacher will assign the remaining students to crews. Each crew will have at least **four workers** plus a supervisor. Each crew will be given a **crew number.**

f. Each crew will organize the work under the direction of its supervisor, appointed by the teacher. The goal is to be the **first** crew to complete the **six widgets.**

Provide players with a reason for completing production within the shortest time possible. You may wish to assume the role of president of the company and add enough facts to make the situation seem real to your students. Prepare a sample widget to show students how one looks. Identify a supervisor for each work crew. Assign each crew a number. Assign work stations to the various crews and specify locations within the room for the two clerks and the Quality Controller. It is recommended that these three locations be scattered around the room in order to ease the traffic flow and require crew members to walk to various points during the game.

2. Identify students for the roles of Paper Supply Clerk, Clip Supply Clerk, and Quality Controller. Announce that crews will be allowed 10 minutes to organize.

2. Once your role in the game has been assigned, go to your assigned work station. Read your role's directions.

DIRECTIONS FOR SUPERVISORS AND CREW MEMBERS ONLY

a. Cut requisition and delivery tickets out of your Activity Booklet and give them to your supervisor. Your teacher will collect additional tickets for future rounds of play.

b. Help your supervisor organize your crew to produce the six widgets. Suggest ways of assigning the following tasks to crew members so that your crew can win the round. The supervisor checks the work but is **not** allowed to do any of these tasks. **Do not do any of the tasks until the teacher signals the start of the game!**

TASKS

- **Prepare requisition tickets for paper. Only three (3) sheets can be ordered on a ticket. Make sure the form is completed properly. See the sample requisition ticket on page 250 of your text.**
- **Take requisition ticket to Paper Supply Clerk and exchange it for paper.**
- **Prepare requisition tickets for clip chains (five clips are hooked together in a chain). Only three (3) chains can be ordered on a ticket. Make sure the form is completed properly.**
- **Take requisition ticket to Clip Supply Clerk and exchange it for clips.**

- **Take chains apart.**
- **Place five clips on each paper as shown in the sample widget illustrated in the General Rules. The position of each clip is important. Your crew will lose time if a widget is rejected by the Quality Controller.**
- **Write the three-digit serial number on each component. The first digit is your crew number. The second digit is the round of play. The third digit is the widget count number. For example, 216 would be the serial number for the #2 crew in the 1st round of play for the 6th (last) widget produced.**
- **Prepare a delivery ticket for each widget. Make sure the forms are completed properly. See the sample delivery ticket on page 250 of your text. The Quality Controller will reject widgets with improper delivery tickets.**
- **Take each completed widget and its delivery ticket to the Quality Controller. Take them one at a time and in order. Wait until each one is accepted or rejected.**

c. Be sure you know which tasks have been assigned to you. Check to make sure you know how to do them. Then **wait** until the teacher signals the start of the round of play. A **2-minute penalty** will be added to the time of any crew that starts work before the signal. This could prevent your crew from winning.

REQUISITION TICKET

Date May 12, 1977

Please give Andreson, Deirdre the following supplies.
(Crew member's last name first)

SAMPLE

3 sheets of paper — clip chains

(signed) Kay Iseminger, Supervisor

Crew # 2

DELIVERY TICKET

Date May 12, 1977

SAMPLE

Please accept the widget serial number 216 from Crew # 2.

(signed) Kay Iseminger, Supervisor

DIRECTIONS FOR SUPPLY CLERKS ONLY

a. Make a sign that identifies your supply station.

b. Prepare the correct amount of supplies.

- **Paper Supply Clerk** needs to prepare 6 sheets of 8½" x 5½" plain paper **for each crew** playing the game. Prepare sheets by folding and tearing 8½" x 11" paper in half.

- **Clip Supply Clerk** needs to prepare 6 chains of clips **for each crew** playing the game. A chain is prepared by joining **five clips** together.

c. Do not accept any requisition tickets until the teacher signals the start of the game. When the game starts, you will receive requisition tickets from crew members. Exchange each ticket for **three** (3) sheets of paper or **three** (3) clip chains. You have the power to reject a ticket for any of the following reasons.

- Incorrect date.

- Crew member's first name listed first.

- More or less than **three** items requested.

- Not signed by crew supervisor.

- No crew number listed.

- Writing not legible.

d. See the sample requisition ticket on page 250 of your text. Accept requisition tickets on a first come, first serve basis. Accept no more than one ticket from a crew at a time. Take your time in checking tickets and your inventory of supplies as the game is played.

DIRECTIONS FOR QUALITY CONTROLLER ONLY

a. Make a sign that identifies your station.

b. Receive only **one** completed widget **and** its delivery ticket at one time for inspection. Receive them on a first come, first serve basis.

c. Inspect the delivery ticket carefully to see that it is properly completed. See the sample delivery ticket on page 250 of your text. Reject both the ticket and the widget if the ticket is not correct.

d. Study the illustration of a sample widget on page 247 of your text. Reject the widgets which do not meet the following specifications.

- The clips must be placed along the **long** (8½") side of the paper.
- The paper clips should be evenly spaced and positioned as shown in the illustration.
- The proper serial number must appear on each component as shown in the illustration. The first digit is the **crew number** assigned by the teacher. The second digit is the **round of play.** The third digit is the **widget count number.** For example, 216 would be the serial number for the #2 crew in the **1st** round of play for the **6th** (and last) widget produced by the crew.

e. If **both** ticket and widget are correct, declare them accepted. When you have accepted the **sixth** component and ticket of a crew, declare that crew the winner of the round of play.

3. Start the game when instructed by your teacher.

4. Evaluate the game, using the following questions as a guide.

   a. Did all crews organize the work in the same way? How was the winning crew organized?

   b. To speed up production, did supervisors encourage or criticize crew members? How did crew members feel about the leadership style of their supervisors?

   c. Did Supply Clerks enforce game rules fairly? Were they courteous? Firm? Did crew members have a pleasant work relationship with them?

   d. How did the Quality Controller feel toward different crew members? Did the job duties of the Controller and crew members conflict?

   e. How did different crew members feel about the pressure to get their job done quickly? Did group pressure vary among the different crews?

   f. Describe how you reacted to the interpersonal relations involved in the game (work) settings.

5. Prepare for the second round of play. Crew members have 10 minutes to improve their work production. Suppliers need to prepare materials for the second round.

6. Play the second round.

7. Compare the two rounds of play. Use the following questions as a guide.

   a. Which round was completed in the shortest time? How can you explain the difference?

(Continued on next page)

3. After the crews are organized, start the game. Time the game until the Quality Controller accepts the 6th widget of the fastest crew. Observe how the crews are organized. Note the way students interact during the game.
4. During the discussion, emphasize the interpersonal relations experienced in the game. Discuss the way personal feelings and interaction affect production. Promote idea that social pressure and interaction are parts of working conditions.

5. It is important to play the game a second time. Much of the actual learning and insight will be developed during the second round. Players should keep the same jobs. Remind students that the serial numbers on the products will change for the second round. You may have to use tickets from the Suppliers' and Controllers' Activity Booklets.
6. Be sure to time this round.
7. Encourage students to apply their understanding of working conditions to school and other work environments.

b. Were work crews organized differently for the second round? In what ways? How did it affect the game, the quality of the product, and the relations among workers?

c. Did interpersonal relations improve? How? Did new conflicts among the workers arise? Explain your answer.

d. Describe the kind of interpersonal relations you like. How would it add to your job satisfaction as a worker?

e. The game's instructions contained work production regulations. The Controller could reject a correctly made widget if the delivery ticket was not correct, for example. How did the regulations affect the crew's efficiency? How did they affect the quality of the product and the relations among the workers?

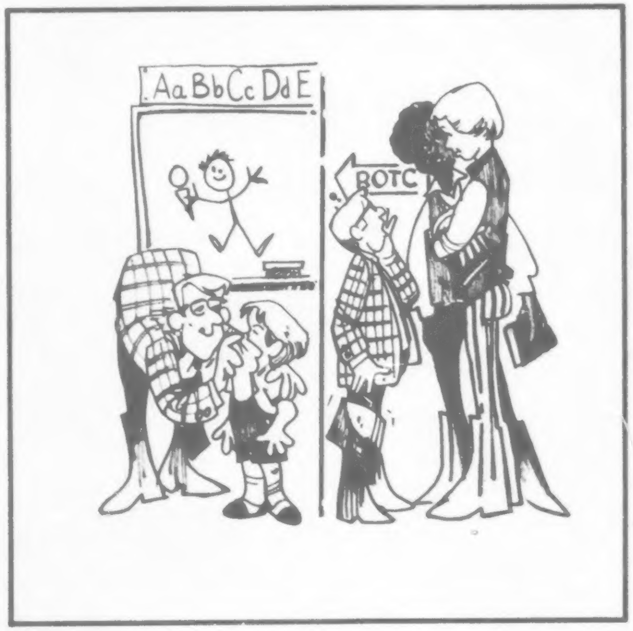
f. Compare the game's interpersonal relations and regulations to those in effect at school. How do your relations with other students and school regulations affect your schoolwork?

g. What would be the ideal **social environment** (interpersonal relations and regulations)? What would be the ideal **physical environment** (working conditions and physical demands)? What would be the ideal **work setting** (social and physical environment)?

Concept 3

Adaption in Work Settings

Work settings change as the nature of the work is modified. They also change as the workers become more competent in their work. The rate of change may be rapid or slow. It affects both the physical and social aspects of the work setting. The process by which the worker and the work setting adjust to each other during change is called adaption.


Aa Bb Cc Dd E
ROTC

Workers and work settings change and need to adapt to each other.

look ahead

Remember to bring your completed interview to class for the next activity.

Concept 3

Although workers and work settings do change, intentionally or unintentionally, the process is often slow and the changes small. The purpose of these activities is to encourage students to work toward more satisfying settings.

look ahead

Remind students to bring their completed interviews to class for Activity H.

activity H

Interviewing a Worker

Activity H (50-100 minutes)

1. The students' oral reports should take one or two class sessions, depending on how many students have completed the assignment. Students may use the 21 questions listed in the Look Ahead, page 226 of the text, to prepare their oral reports.

2. After all interviews have been reported, discuss them with the class.

In this activity, you will explore the work settings of a number of jobs. You can do this by reviewing the interviews you and other students report to the class.

1. Bring your completed interview to class. Give a brief (3 to 4 minutes) oral summary of your interview report. Include the following information in your report to the class.
   a. The **title** of the worker's occupation.
   b. The **location** of your interview with the worker — on the job or at home.
   c. The **physical demands.**
   d. The **working conditions.**
   e. The **regulations.**
   f. The **interpersonal relations.**
   g. **Changes** in the work setting since the worker started the job.
2. Discuss the information presented by the class reports.
   a. What occupations were reported?
   b. How many workers were interviewed on the job?
   c. Which of the work settings described did you **like?** Why?
   d. Which of the work settings did you **dislike?** Why?
   e. To which settings do you think you could **adapt?**

activity I

What Is My Occupation?

Occupations are made up of many different factors. They include **work tasks** as well as **work settings** (social and physical environment). Some occupations have **one** or **more** of these factors in **common** with other occupations. What makes an occupation **unique** is the specific combination of these factors. This activity can help you discover how occupations are **similar and different** from each other.

You will listen to the tape, "What Is My Occupation?" This tape has 15 different sketches on occupations. Each sketch contains **clues** to the identity of the occupation without revealing any specifics. These clues are very general at first. They get more revealing toward the end of the sketch.

1. Write your name on a sheet of paper. Number the paper from one to fifteen. As you listen to the tape, follow these steps.
   a. As you listen to the first series of clues, try to think of the title of the occupation being described.
   b. The teacher will stop the cassette after the first series of clues. Write down the title of the occupation you think is described by the clues next to the number "1" on your paper.
   c. Repeat the process for all fifteen sketches.

Activity I (25-30 minutes)

The tape "What Is My Occupation?" has 15 descriptive sketches. Each sketch is a series of clues which go from the general to the specific.

1. Play the cassette, "What Is My Occupation?" Stop the cassette at the tone, between each series of clues, to give students enough time to write down their answers.

2. Direct students to exchange papers. Write on the chalkboard the following answer key: (1) cartoonist, (2) principal, (3) secretary, (4) bank teller, (5) archaeologist, (6) cook, (7) fire fighter, (8) actor, (9) farmer, (10) podiatrist (foot doctor), (11) cosmetologist (beautician or hairstylist), (12) flight attendant, (13) motion picture projectionist, (14) sewing machine operator, (15) wild animal trainer.

   Through a show of hands, find out how many students correctly guessed each occupation. Write each number of correct answers next to the corresponding occupation on the chalkboard.
3. Direct students to tabulate the total number of correct answers on the paper in front of them. Declare "winner" the student with the highest number of correct answers.
4. The following comments contain suggestions for the discussion.
   a. Work alone; part of a team; self-employed; laws and regulations to be followed.
   b. Indoors; outdoors; dirty; well-lighted; physical exertion.
   c. Occupations may have some similar tasks and physical and social environment.
   d. The **particular** combination of factors such as tasks, physical and social environment, interests, and abilities.
   e. This part of the discussion is designed to help students pinpoint the clues that might have led them to name other, but similar, occupations. For example, students might have named the following occupations: (1) syndicated columnist, (2) janitor, (3) lifeguard, (4) fast food server, (5) historian, (6) carpenter, (7) physical laborer, (8) puppeteer, (9) construction laborer, (10) shoe salesperson, (11) dog groomer, (12) waiter/waitress, (13) radio announcer, (14) assembler, (15) dentist.

2. Exchange your paper with another student. Through a show of hands, the teacher will find out how many students correctly guessed each occupation. Raise your hand **only** if the answer on the paper in front of you matches the answer on the chalkboard. The teacher will write the number of correct answers next to each occupation on the chalkboard.

3. Check the paper in front of you with the answer key on the chalkboard. Figure the **total** number of correct answers. The student with the **highest number** of correct answers is declared the **winner.**

4. Discuss the game's results. Use the following questions as a guide.

   a. What examples of **social environment** were given as clues?

   b. What examples of **physical environment** were given as clues?

   c. In what ways are occupations **similar?**

   d. What makes occupations **unique** or one of a kind?

   e. What **clues** in the occupation's description led you to identify the occupation you named? To what other occupations could these clues apply?

activity J

Changing Work Settings

Activity J (30 minutes)

When a worker enters a work setting, he or she may find it satisfying. The worker may perform at once in a satisfying manner. Usually, however, some adaption is required. It may take one of three forms:

- The **worker** may change to **adapt** to the **setting.**
- The **setting** may change to **adapt** to the **worker.**
- The **worker** and the **setting** may both change.

The work setting may not become satisfying. The worker may not perform in a satisfying manner. In such cases, the worker may leave the setting or the situation may be tolerated. In most cases, both the worker and the setting change.

1. As a student, your work setting is the school. Discuss how your work setting has changed. Use the following questions as a guide.

   a. What changes, if any, have occurred in the **physical environment?** Who made the changes? Who benefited from the changes?

   b. What changes have occurred in the **regulations?** Who made the changes? Who benefited from the changes?

   c. What changes have occurred in **interpersonal relations?** Who made the changes? Who benefited from the changes?

(Continued on next page)

1. The work setting under discussion may be the classroom, or the school as a whole, whichever seems most appropriate. Try to help students understand that they can be active and positive agents in forming a satisfying work setting.

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2. After students read the description, ask them to role play the situation and its different solutions. Be sure that both changes in Susie's behavior and those of the druggist are represented in the solutions. Try to draw out changes in which the characters do not give up values important to them.

3. Lead this discussion so it does not focus on the "fault" of any individual, but rather on the interaction which is not successful. In this way, no one is to blame. Each person can identify modifications which would ease the interaction.
4. Since many students have limited experience outside the school, you may need to provide some useful examples.

d. Did any of the changes make the setting less comfortable for you or others? How?

e. Are changes **always** made by the **same person?** Should they be? Why, or why not?

2. Read the description of the following work setting.

Susie: "I lost my job at the drugstore a few weeks ago. I really wanted to keep it, too. I guess I was just working for a lousy manager. Photography is a hobby of mine and working in the photo department was natural for me. I believe that if you know your job and do it, that's all employers should expect They shouldn't try to run your life. I couldn't help it if my uniform was in the laundry. Besides, as long as I wait on customers and know what I'm doing, who cares what I wear?"

Manager: "There are more things involved in keeping a job than just ability and training. People have to adapt or adjust to certain demands. I expect my employees to be punctual and to wear uniforms. I don't make any exceptions. Our employees are expected to follow our store rules and to get along with the other workers. Now the girl we let go . . . She probably knew more about cameras and film than anyone else we ever had. But she thought she could act anyway she wanted to . . . . . ."

a. At your teacher's direction, role play the characters of Susie and the druggist as the situation described.

b. Think of changes Susie and the druggist could make to resolve their conflict. Act out as many different solutions as you can.

3. Are you in conflict with anyone in your work setting? Do you know someone who is? Try to find ways to solve the conflict.

4. Sometimes, the best way to handle a work setting which is not satisfying is to leave it. Knowing **when** and **how to leave** can be difficult. Discuss this with the class.

a. Have you ever left or been made to leave a work setting?

b. Do you know anyone who has?

c. What were the problems?

d. Could they have been resolved another way?

e. Do you think leaving was the **best** solution? Why, or why not? Did it resolve the problem? How?

f. Can you think of a situation in which you or someone else **stayed** in a work setting when it might have been **better to leave?** If so, describe the situation.

g. Can you think of a situation in which you or someone else **left** when it might have been **better to stay?** If so, describe the situation.

5. What changes would you like to see happen in your work setting? How could you accomplish them? If the changes were made, how would they affect the others in your work setting? What changes could you make personally to make the work setting better for others?

5. Again, use either the classroom or the school, according to which is most comfortable.

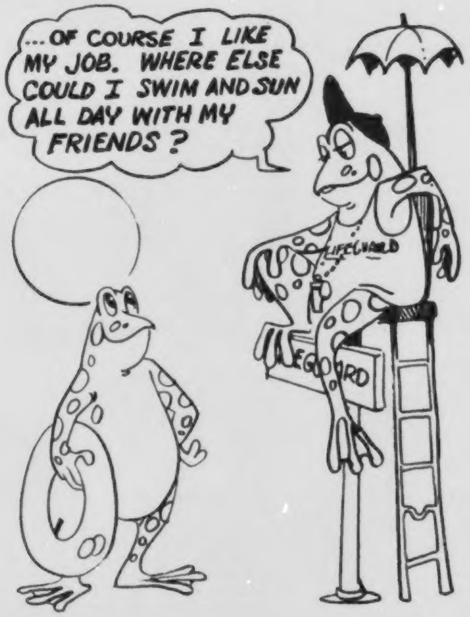
activity K

Activity K (25-30 minutes)

Students' preferences for types of work settings cannot easily be related to Worker Trait Groups or to the exploration of some occupations. However, the knowledge of their own preferences can help them explore and evaluate specific jobs.

Choosing Work Settings

As you explore occupations, you can keep in mind the kind of work setting you prefer. It is difficult to choose the setting ahead of time. However, as you explore specific jobs, you can **evaluate the setting** as well as the tasks. This activity can help you identify the types of **work settings** you **prefer** or **want to avoid.**


...OF COURSE I LIKE MY JOB. WHERE ELSE COULD I SWIM AND SUN ALL DAY WITH MY FRIENDS?
LIFEGUARD

1. On a sheet of paper, draw a chart similar to the following sample.

Sample Work Setting Chart

Physical demands	(+)
	(−)
Working conditions	(+)
	(−)
Regulations	(+)
	(−)
Interpersonal relations	(+)
	(−)

Sample

a. In the **plus (+)** section of the **first row,** list the types of **physical demands** you **prefer.** In the **minus (−)** section, list the types you want to **avoid.**

b. In the **plus (+)** section of the **second row,** list the types of **working conditions** you **prefer.** In the **minus (−)** section, list the types you want to **avoid.**

c. In the **plus (+)** section of the **third row,** list the types of **regulations** you **prefer.** In the **minus (−)** section, list the types you want to **avoid.**

d. In the **plus (+)** section of the **fourth row,** list the types of **interpersonal relations** you **prefer.** In the **minus (−)** section, list the types you want to **avoid.**

1. Direct the students to draw and complete the Work Setting Chart. You may need to give students samples of regulations and interpersonal relations.

2. Ask students to complete Columns 1, 2, and 3 of the Career Planning Chart in their Activity Booklet.

2. Turn to the Career Planning Chart in your Activity Booklet, page 47.

   a. In **Column 1,** list the Worker Trait Groups you want to explore further. These are listed in Column 10 of your Worker Trait Group Exploration Chart.

   b. In **Column 2,** for each group, list the occupations in which you are interested.

   c. In **Column 3,** record what you know about the work settings of most jobs in each group or occupation.

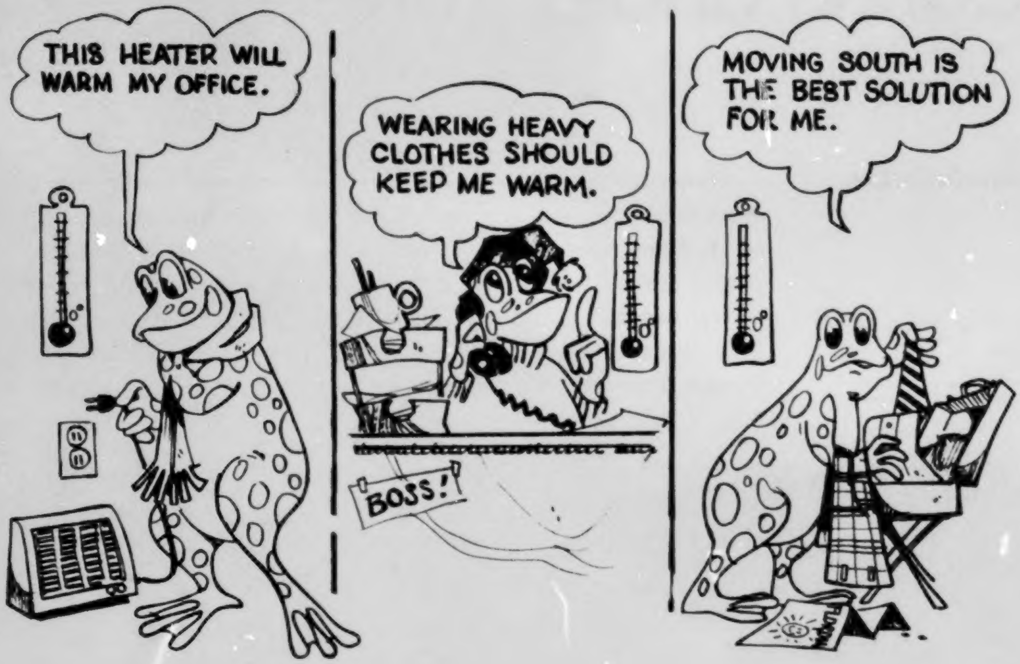
unit summary

Ask students to read and discuss the unit summary.

unit summary

Unit X focused on the working environment. The specific work setting is different for each job in each occupation. However, settings are similar in some respects. Work settings can be described by their physical and social environments. The **physical environment** includes the working conditions and the physical demands of a setting. The **social environment** includes work regulations and interpersonal relations.

Most workers change to adapt to a new work setting. They are also constantly adapting to each other and to the demands of the work. To know the types of work settings you prefer and to understand the process of change can help you plan your career.


THIS HEATER WILL WARM MY OFFICE.
WEARING HEAVY CLOTHES SHOULD KEEP ME WARM.
BOSS!
MOVING SOUTH IS THE BEST SOLUTION FOR ME.

major competencies

As a result of the activities in Unit XI, students should be able to do the following:

1. Identify preferred leisure activities (Activities A, B).
2. Identify settings in which preferred work and leisure activities may be found (Activity B).
3. Identify relation of preferred leisure activities to occupations (Activities C, D).
4. Identify relation of preferred occupational activities to leisure (Activity D).
5. Describe desired work-leisure pattern (Activities E, F).

equipment and materials

The following equipment and materials are needed for the activities in Unit XI.

Teachers will need:
Filmstrip projector/screen
(Activity C)
Cassette tape player
(Activity C)
FS/CASS "Work Experiences"
(Activity C)

Students will need:
Student text
(for all activities)
* Activity Booklet
(Activity D)

* Please caution students **not** to tear out pages **except** where told to do so.

Unit XI Readability

Unit XI has been tested for readability with the following results:

	Grade Level
Flesch	8.1
Farr-Jenkins-Patterson	8.5
Danielson-Bryan	6.9

UNIT XI

Career and Leisure

unit introduction

Your career is made up of many kinds of activities. It may include activities involving **occupations, education, home** and **family,** or **civic and community** services. But **not all** of your activities are career activities. You perform career activities for **your benefit** or the **benefit of society.** However, you take part in some activities simply because they are **fun.** These activities are called **leisure.** This unit will explore the way **career** and **leisure** relate.

Finding activities you like to do can help you create a satisfying career.

overview

WHAT	HOW
The **concepts** in this unit are:	The **activities** in this unit are:
1. Leisure.	• listing leisure activities you prefer.
2. Work and leisure.	• finding work and leisure activities you prefer. • watching and discussing a filmstrip. • relating leisure to occupations. • designing jobs.
3. Career and leisure.	• describing the work – leisure pattern you prefer.

WHY

The **goal** of this unit is to help you use leisure in career exploration and project desired work – leisure activities.

key terms

Leisure – activity you undertake for pleasure. Although the activity may benefit society, it is not its main purpose.

Work – activity intended to benefit society or the worker.

Occupation – paid work. Some people meet their goals **directly** through an occupation. The occupation provides the time and money they need for other work and leisure activities.

Career – all of a person's work activities. Leisure is not part of career. However, people need to meet their **leisure** and **work** needs to have a **satisfying** career.

Leisure-work – activity you undertake both for **pleasure** and for **your benefit.** Or, you may undertake it for **pleasure and** for **society's benefit.** It can include your job and be a part of your career.

planning and preparation

The projected time allotments for the presentation of unit concepts are as follows:

Concept	Activities	Time
1	A	½ period
2	B, C, D, E	2 periods
3	F	½ period

TOTAL TIME: 3 class periods.

unit introduction

Ask students to read and discuss the unit introduction.

overview

Ask students to examine the overview. Explain that it shows **what** they can do in Unit XI, **how** they can do it, and **why.**

key terms

It is important that the students understand these terms by the end of Unit XI. They will be presented in the activities, so it is not necessary to spend a great deal of time on them now.

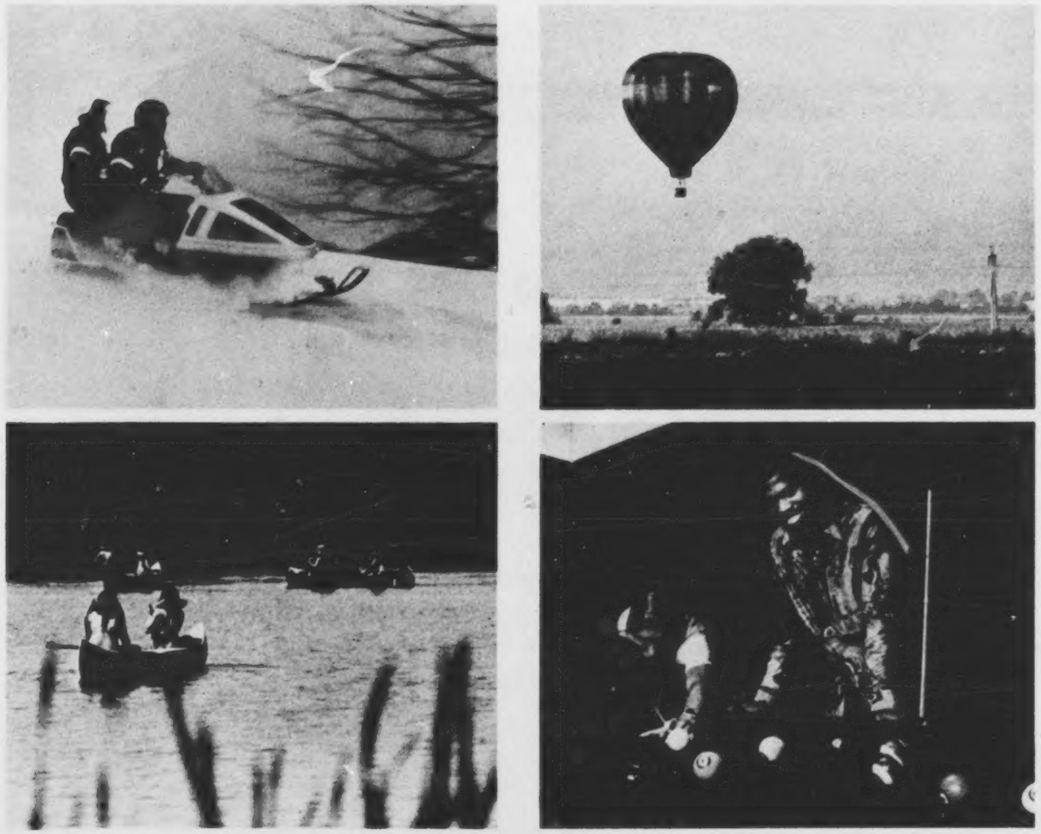
Concept 1

Since many activities can be work or leisure, it is important that students understand that the distinction lies in the **intention** with which the activity is performed.

Concept 1

Leisure

Leisure activities are those you do for **pleasure.** These activities are an important part of most people's lives.



activity A

Exploring Leisure Experiences

Activity A (25 minutes)

You probably spend quite a lot of time doing something for pleasure or fun. Leisure experiences, those done for pleasure, can be an important part of life. This activity will help you identify the **leisure activities** that are **important** to you.

1. Leisure activities fall into a great many categories. To help you think about the leisure activities you prefer, examine the following examples.

   - **Music:** singing, playing, composing, listening, or dancing.
   - **Sports:** swimming, tennis, football, track, or gymnastics.
   - **Art:** drawing, painting, sculpturing, or photography.
   - **Crafts:** woodworking, sewing, pottery, cooking, or crocheting.
   - **Community Activities:** scouting, religious youth group, or civic clubs.
   - **School Activities** (outside regular class schedule): debate, student government, or newspaper.
   - **Outdoor Activities:** backpacking, sailing, canoeing, cycling, or riding.
   - **Other:** reading, writing, model building, or watching television.

1. Ask students to name additional activities in each category.

478

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2. Help students identify the leisure activities they plan to continue and those they want to include in their plans for the future.

3. Help students identify ways in which they can include their preferred leisure activities in their career plans.

   An activity which is leisure for one person may not be leisure for another. The activity is leisure only if it is pleasurable to the person performing it.

2. On a sheet of paper, write the heading "Leisure Experiences." Under the heading, make two columns. Entitle the first column "Activities I enjoy." Entitle the second column "Activities I would like to try." Use the following sample as a guide.

Leisure Experiences

1. Activities I enjoy	2. Activities I would like to try
Swimming	Sailing
Reading	Mountain climbing
Camping	Writing student Column

Sample

   a. In the first column, list all the leisure activities you **do** and **enjoy.** Put an asterisk (*) next to the activities you most want to **continue** in the future.

   b. In the second column, list activities you have **not** done, but would like to **try.** Put an asterisk (*) next to the activities you most want to **begin.** These are the activities you want to **include** in your plans for the future.

3. Share and discuss your findings with the class. Use the following questions as a guide.

   a. What are some of the leisure activities you listed?

   b. Which leisure activity do you **most** enjoy? Why?

   c. Which leisure activity would you like to learn more about? Why?

   d. How can the school and community help you develop your leisure interests?

   e. How can you include the leisure activities you want to continue or begin in your future plans?

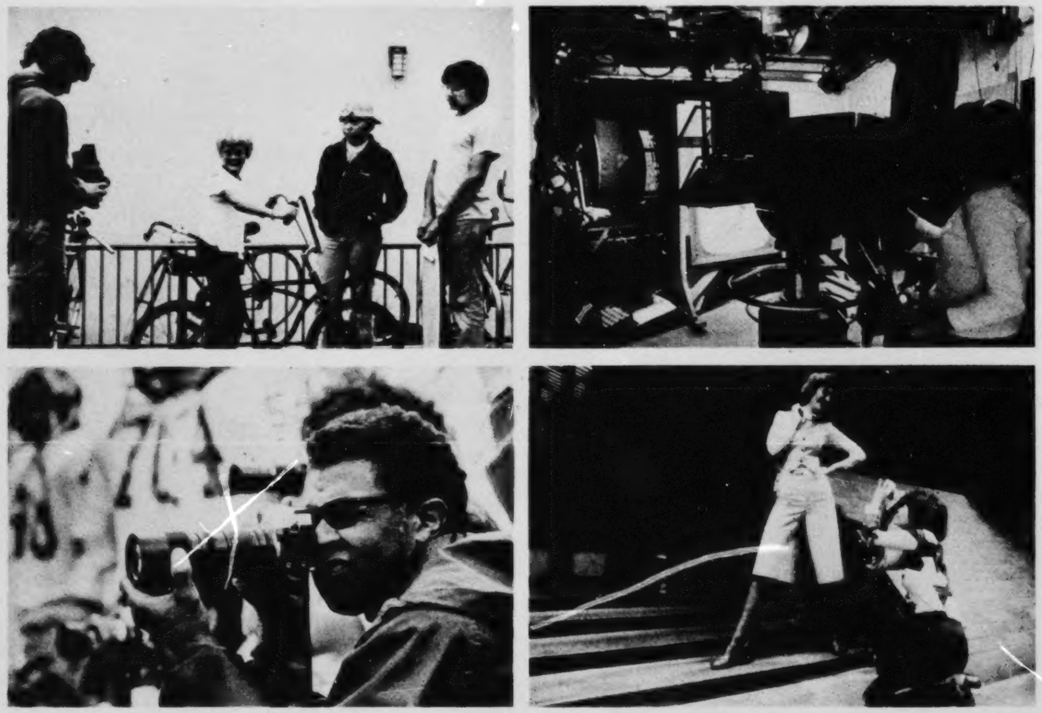
   f. Why are leisure interests important?

   g. Can an activity which is leisure for one person, **not** be leisure for another? Why, or why not?

Concept 2

Work and Leisure

The difference between a work and a leisure activity is the activity's **purpose. Work** is activity intended to produce goods or services to **benefit society** or a **person. Leisure** is activity undertaken for **pleasure.** The **same** activity may be **work, leisure,** or **both.** If you do something both for pleasure and to produce something of benefit, it is leisure-work.



The same activity can be done for different reasons.

Concept 2

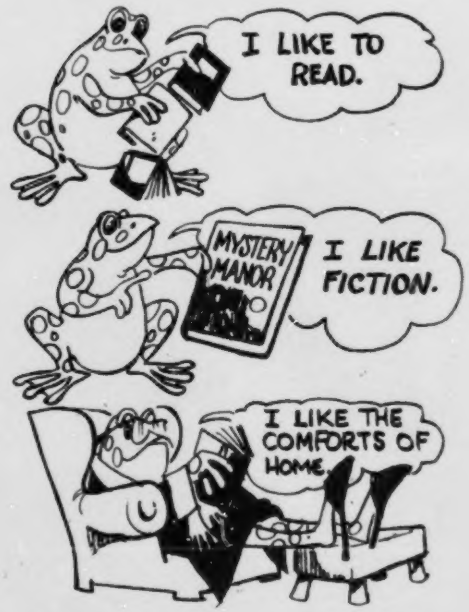
Make sure students understand the difference between work and leisure activities.

activity B

Exploring Activity Preferences

Activity B (25 minutes)

An activity can be defined as an **action** on a **subject** in a **setting.** For example, you might **write** (action) **poetry** (subject) **at home** (setting). Your preference for an activity may be related to the action, the subject, or the setting. Or it may include a combination of the three elements.


I LIKE TO READ.
MYSTERY MANOR
I LIKE FICTION.
I LIKE THE COMFORTS OF HOME.

1. Help students include the three elements of an activity (action, subject, setting).

1. On a sheet of paper, write the title "Activity Preferences" and draw three columns. In the **first** column, write the heading "Action." In the **second** column, write the heading "Subject." In the **third** column, write the heading "Setting." List the **leisure** and **work** activities you prefer. Use the following sample as a guide.

Sample Activity Preferences List

Action	Subject	Setting
1. Using my new sewing machine to make	my own clothes ..	.. at home .
2. Playing	football with my friends ...	.. in a nearby park
3. Helping to take care of ..	parents	.. in a hospital

Sample

Be sure that each activity you list includes an **action** on a **subject** in a **setting.**

2. Examine your list. Does **one** action appear with **different subjects** and **settings?** Do an **action** and a **subject** appear with different **settings? Circle** the actions, subjects, or settings that appear **most often.** These should represent the elements of activities that you most prefer. Discuss your list, using the following questions as a guide.

   a. Did most of the class have the **same** kinds of activities listed? Why, or why not?

   b. In reading others' lists, did you find any activities you would want to **try** or to **avoid?** Which of their activities would you consider **leisure? Work? Both?**

   c. In what other ways does your list **resemble** or **differ** from those of others?

   d. Does your list contain mostly **work** or **leisure** activities?

   e. Are there work activities you would enjoy doing as leisure?

   f. Are there leisure activities you could perform as work?

   g. Why would you consider an activity **leisure? Work? Leisure-Work?**

2. The students' lists make up a survey of the class's activity preferences. Ask students to exchange and discuss lists so they can learn from the experiences of others. Students' preferences and reasons for those preferences will vary even regarding the same activity. This emphasizes their individuality.

3. (Optional) Students might examine the work, leisure, and leisure-work patterns of adults they know. This will help them understand how different combinations of work and leisure relate to work and life satisfaction.

activity C

Activity C (25 minutes)

Exploring Work Experiences

In this activity, you will see the filmstrip, "Work Experiences." This filmstrip describes the summer activities planned by a group of high school students. It shows how the activities they choose relate to the leisure activities and occupations they prefer.

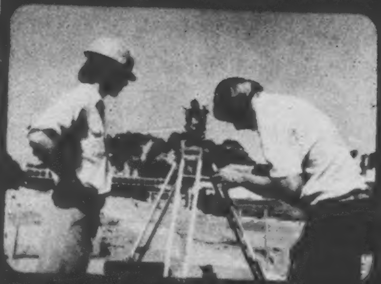
1. Show the filmstrip "Work Experiences." The "Instant Replay" is provided so students may refer to the major ideas presented in the filmstrip. It also presents these ideas to students who were absent during the filmstrip presentation.

1. You can use the following "Instant Replay" as a review of the main points in the filmstrip.

instant replay

Summer vacation is the main topic of conversation at a June class picnic. Most of the students have specific plans for activities that may be important to their future.

Ann likes music and has a job in a music store. Andy plans to take a typing course. He thinks it will be useful if he works on the school paper next fall.



Diane tells Bob about her job as an arts and crafts teacher in the recreation department. Bob plans to work for his father's surveying company to see if he likes that kind of work.

Carol thinks her job as guide in the museum will allow her to have contact with people. Charles invites her to sample one of the creations he will make as a cook's helper in a local restaurant.

Danny's volunteer job at the hospital will help him explore health careers. Elizabeth will be working with something she already knows about — tennis equipment.

Gloria is going to continue her auto mechanic training by working in a service station.

Helen will be enrolled in a career exploration course. Herb will explore work as a volunteer in a day care center. He also will work part-time at a motel to earn some money.

These students are expressing and pursuing their interests through their choice of summer activities. These experiences can help them explore themselves and shape their careers.

2. Ask students to discuss major concepts from the filmstrip. The following comments contain content cues as well as suggestions for the discussion.
   a. Ann might find other employment in music stores, teach privately or in public school, or play as a professional. She might become involved in school and community music organizations.
   b. The skills Andy is developing might increase his earnings later. He could take the class during the year or try to teach himself how to type.
   c. Ask the students to identify different combinations of work, leisure, and leisure-work activities in which Diane could pursue her interests.
   d. Vocational courses may help students qualify for summer employment, but they can also contribute to leisure. Many people enjoy working on their own car or cooking special dishes.
   e. Herb prefers the job at the day care center because it gives him the opportunity to help people. The motel job provides the money he needs. Herb's example illustrates how some people use one job to meet their financial needs and to allow them to pursue preferred but unpaid activities.

3. Use this discussion as a lead-in to Activity D. Some occupations involve activities similar to leisure activities. An occupation may provide the money needed to engage in leisure activities. Leisure activities may allow people to express values for which they have no outlet in an occupation.

2. Discuss the filmstrip. Use the following questions as a guide.
   a. Ann has a job in a music store. How do you think she feels about music? Would this field of work be **leisure-work** for Ann? Can you think of other job settings in which Ann might pursue music activities in the future? What other settings might she find in the school and community?
   b. Andy plans to take a typing course during his vacation. Do you think he is wasting his time trying to learn to type when he could be out earning money? How else could he learn how to type? Would taking a typing course during your vacation be **work?** Why, or why not?
   c. Diane uses her interest in arts and crafts to choose her summer job. The summer job setting also allows her to find out if she would enjoy teaching. Diane's summer job is an example of **leisure-work.** In what **work, leisure,** and **leisure-work** activities could Diane pursue her interests in arts and crafts and teaching?
   d. The cooking and auto mechanics courses Charles and Gloria took in school help them qualify for their summer jobs. Do most people take vocational courses to prepare for work? Why, or why not? Can such courses help people prepare for leisure-work or even leisure? How?
   e. Herb works at the day care center and at the motel. Which one do you think is more important to him? Why? Which one is more likely to be work? Leisure? Leisure-Work?

3. Relate your leisure interests to the occupations that interest you. Use the following questions as a guide.
   a. Which of your **leisure** activities could lead to **employment?** How?
   b. Are there **school courses** you enjoy that could lead to **employment?** If so, how?

c. Which of your **preferred work activities** could be performed as **leisure?** How?

d. Identify different combinations of **work, leisure,** and **leisure-work** activities in which you can pursue your own interests.

e. Why is leisure important?

activity D

Relating Leisure and Occupations

Activity D (25 minutes)

Leisure and occupations have many activities in common. In this activity, you can relate your own leisure interests to occupations.

1. On a sheet of paper, draw two columns. Entitle the first column "Occupations." Entitle the second column "Related Leisure Activities."
   a. Turn to the Career Planning Chart on page 47 of your Activity Booklet. Under the heading "Occupations," record the occupations you listed in Column 2 of the chart.
   b. Think of the leisure activities that could be related to each occupation. Write these activities under the heading "Related Leisure Activities."

Use the following sample as a guide.

1. Help students relate the occupations that interest them to leisure activities.

2. Help students relate their preferred leisure activities to occupations.

3. Direct students to form into small groups.
4. Students may use the school's career information system to find out more about the occupations related to their preferred leisure activities. Students may learn more about the leisure activities related to the occupations in which they are interested by undertaking them, reading related magazines, joining clubs, etc.
5. Direct students to update the Career Planning Chart in their Activity Booklet.

Occupations	Related Leisure Activities
Carpenter	build bird houses, model building, Sample furniture repair, building stage scenery

2. On another sheet of paper, draw two columns. Entitle the first column "Leisure Activities." Entitle the second column "Related Occupations."

   a. Under the heading "Leisure Activities," list some of your preferred leisure activities. Use the "Leisure Experiences" list you made in Activity A as a guide.

   b. Think of the occupations that could be related to each leisure activity you listed. Write these occupations under the heading "Related Occupations."

   Use the following sample as a guide.

Leisure Activity	Related Occupations
model building	Sample carpenter, engineer, contractor

3. Form into small groups of three or four students. Share and discuss your list and those of the group. Try to identify other related leisure activities and occupations. Add the group's suggestions to your own list.

4. Discuss ways in which you can learn more about the occupations and leisure activities you listed.

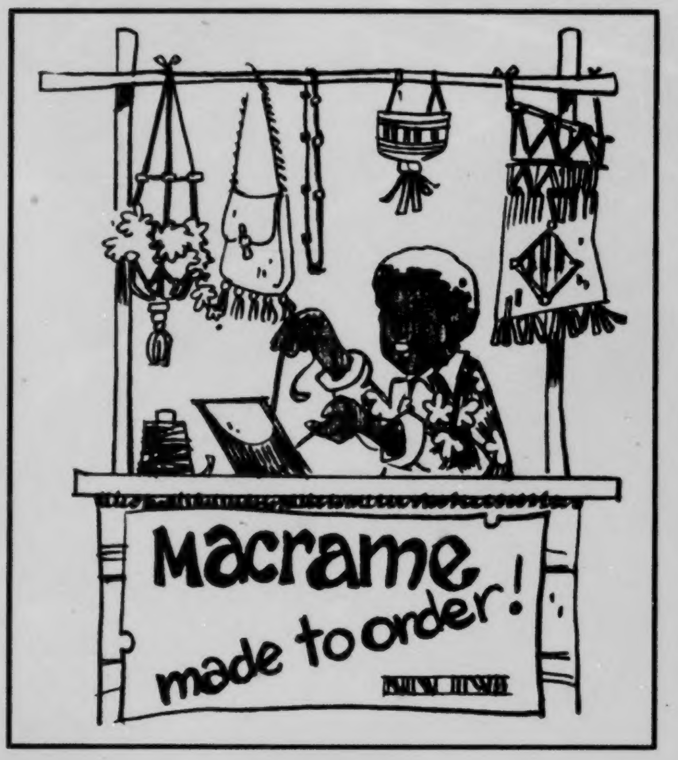
5. Turn to the Career Planning Chart on page 47 of your Activity Booklet. Review all the leisure activities you have listed in this activity. In Column 4, record your preferred leisure activities related to each Worker Trait Group or occupation.

activity E

Designing a Job

Activity E (25 minutes)

Many people spend a large part of their lives doing activities in a job for which they are paid. A job which includes a person's preferred activities is more likely to be satisfying to the worker.



Is this an example of leisure-work?

1. Ask students to record the activities they have selected from their list of activity preferences on a separate sheet of paper entitled "Designing a Job."

2. Have students add on a second list of other activities which they have not experienced, but want to include in their job.

3. Direct students to form groups of three or four students. Each group should include students with different interests. Group diversity will generate the variety of ideas needed to design a job for each member of the group.

4. The discussion should illustrate the concept of individual differences and expose students to new ideas of career activities to explore. Some of the jobs designed by the students may seem unrealistic, but the future is difficult to predict. Remind students that their interests might change as they mature.

1. If you could design your own job, what activities would it include? Review the list of activity preferences you prepared in Activity B. Star (☆) the activities you want to include in your job. On a separate sheet of paper, write the title "Designing a Job." List the activities you starred (☆) on the list of activity preferences. These are the activities you **have experienced** and want to include in your job.

2. On your paper, enter a second list of other activities in which you are interested. These are the activities you **have not experienced** but want to include in your job.

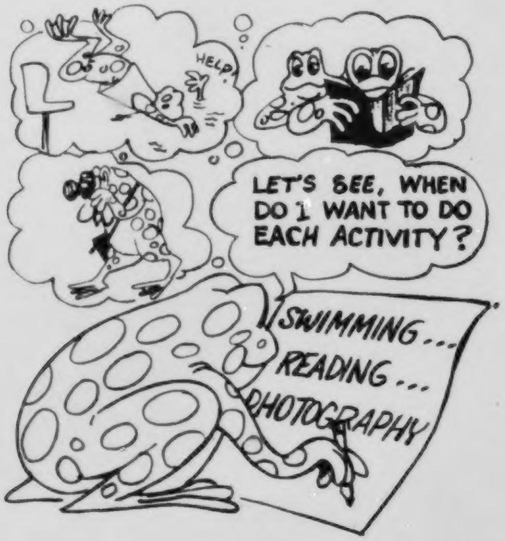
3. Form a group with three or four other students. Present your desired activities to the group. As a group, discuss and create a job description and title for each person. Include his or her desired activities. Record the job description and title the group designed for you on your "Designing a Job" sheet.

4. Discuss the job descriptions designed by your group with other groups. Use the following questions as a guide.
    a. How do the lists of preferred activities **differ?** Which activities were on **several** lists?
    b. **How** does each designed job involve the preferred activities?
    c. Do any of these jobs actually exist? Could they exist in the future?
    d. Does the job designed for you by the other students include **all your preferred activities?** Do you think you can get a job which will include all your preferred activities? Why, or why not?
    e. Would you **want** such a job? Why, or why not?
    f. Would the job designed for you be **leisure-work?** Why, or why not?

Concept 3

Career and Leisure

Your **career affects** your **leisure.** Your **leisure affects** your **career.** As a result, your planning should include **both.** To have a fully satisfying career, you must also have a satisfying leisure activity. You can plan your career better by **projecting** the **kind** and **amount** of **leisure** you want. You can plan your career to include leisure-work. Or, you can plan your career to provide the time and money you need for leisure. You can also plan your career to provide for both.


HELP!
LET'S SEE, WHEN DO I WANT TO DO EACH ACTIVITY?
SWIMMING...
READING...
PHOTOGRAPHY

Concept 3

Ask students to read and discuss the concept introduction.

activity F

Activity F (25 minutes)

Designing Your Future

In this activity, you can project how you want to **include career** and **leisure** in your life. The activity can help you identify the activities you want to include. It can also help you identify the amount of time you want to spend doing each activity.

Most people plan their career to include the activities they like to do.

YES, I GUESS YOU COULD SAY I'M A PROFESSIONAL STUDENT. I HAVE BEEN GOING TO SCHOOL FOR 25 YEARS.

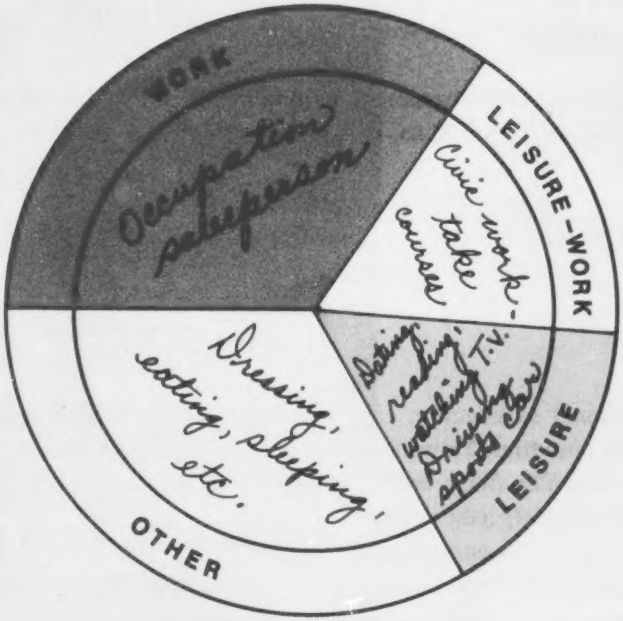
1. Help students draw a wheel to represent a day in their future. You may want to draw a wheel representative of your own life on the chalkboard.

1. To show how you want to shape your life, draw a **wheel** to represent a **day** in the **future.** The whole wheel represents 24 hours.

a. Mark off the proportion of time you will spend sleeping, dressing, and eating. For example, if you plan to spend **eight hours** doing these activities, mark off one **third** of the wheel. (Twenty-four divided by eight equals three.)

b. Mark off the rest of the wheel to show how you want to spend the remainder of the day. Divide this time into three parts: **work, leisure,** and **leisure-work.** Indicate the activities you will perform in each part. Use the following example as a guide.

Sample Wheel


WORK
Occupation salesperson
LEISURE-WORK
Civic work - take courses
LEISURE
Dating, reading, watching T.V. Driving sports car
OTHER
Dressing, eating, sleeping, etc.

2. The purpose of the discussion is to generate as many ideas as possible. If time permits, students may draw a second wheel based upon the ideas brought up during the discussion.

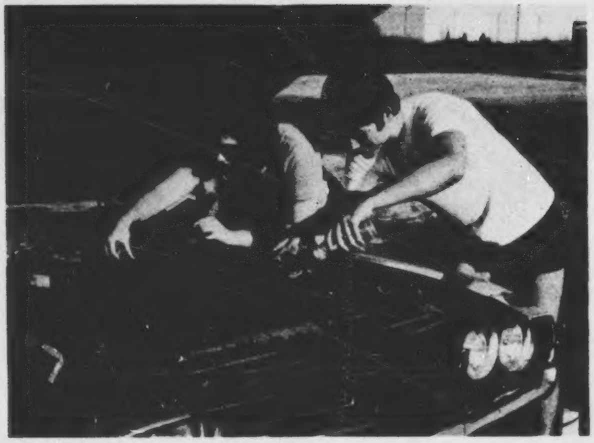
unit summary

Ask students to read and discuss the unit summary.

2. Share and discuss your wheel. Use the following questions as a guide.
    a. How **far** into the future did you project? What **age** will you be?
    b. What will you spend most of your time doing?
    c. Is your wheel a **weekday** or a **weekend** day? Would your wheel be different if it were the other? How?
    d. How much of your day is **leisure?**
    e. How much of your day is **work?**
    f. How much of your day is **leisure-work?**
    g. Were you able to place your job under **leisure-work?** Why, or why not? Did other students plan to have jobs that are leisure-work?
    h. Does the discussion give you new ideas about a future day in your life? If so, how would you change your wheel?

unit summary

Personal satisfaction can be reached through both work and leisure activities. There is a wide variety in both work and leisure activities. The more work and leisure activities you know about, the more likely you are to find satisfying activities. Your leisure interests can be carried over into occupations. You can also carry over your interests in occupations into leisure. **Leisure** activities can provide satisfaction that may **not** always be obtained through work. By understanding how **work** and **leisure relate,** you can plan a **satisfying** career.



major competencies

As a result of the activities in Unit XII, students should be able to do the following:

1. Identify economic factors affecting spending (Activities A, B).
2. Prepare personal budget estimates (Activity C).
3. Locate and interpret information affecting employment and income (Activities D, E, F).
4. Prepare plans for their economic future (Activity G).

Unit XII Readability

Unit XII has been tested for readability with the following results:

	Grade Level
Flesch	8.0
Farr-Jenkins-Patterson	8.5
Danielson-Bryan	6.7

equipment and materials

The following equipment and materials are needed for the activities in Unit XII.

Teachers will need:
Filmstrip projector/screen
(Activity A)
Cassette tape player
(Activity A)
FS/CASS "Economic Influences"
(Activity A)

Students will need:
Student text
(for all activities)
* Activity Booklet
(Activities C, D, G)

Occupational Outlook Handbook. Published by the U. S. Department of Labor (as many copies as available — Activity D)

* Please caution students **not** to tear out pages **except** where told to do so.

UNIT XII

Economic Influences

unit introduction

Many of the career activities you explore and select involve **earning** or **spending money**. You may want to consider your career from an economic point of view. In this unit, you will explore how **economic influences** may **affect** your **career planning** and **decisions.**

AGE 18+
RUSH JOBS FOR TODAY TOMORROW
SAVE ON ☆☆FOUR☆☆ QUARTS
OUT OF BUSINESS
LEADED

Economic factors influence career decision-making.

overview

WHAT	HOW
The **concepts** in this unit are:	The **activities** in this unit are:
1. Economic factors affecting spending.	• viewing and responding to a filmstrip. • examining changes in cost of living and earnings. • exploring lifestyle costs.
2. Factors affecting income.	• exploring the outlook on occupations. • looking at occupations in the future.
3. Economic planning.	• foreseeing change. • planning your own economic blueprint.

WHY

The **goal** of this unit is to help you use your knowledge of economic factors to shape your career.

key terms

Economics – the study of the ways people produce, distribute, and consume what they need and want.

Supply and demand – the relation between goods and services available and those needed. In general, if the demand is greater than the supply, prices go up. If the supply is greater than the demand, prices go down.

Occupational outlook – estimates of the future demand for workers in an occupation.

Cost of living – the amount of money needed to meet life's basic needs. This is described in terms of average needs for an average family.

Inflation – more than an acceptable increase in the general price of goods and services.

Consumer price index – statistics from the U. S. Bureau of Labor which show changes in the average cost of goods and services in a given time period. It can be used to estimate average changes in the cost of living.

Lifestyle – the way a person chooses to live and use his or her time, energy, and money. It involves the way a person includes his or her values in work, leisure, and association with others.

Standard of living – the necessities, comforts, and conveniences needed to maintain a lifestyle.

look ahead

In Activity C, you will prepare your own budget. You can use current newspapers and magazines to price **goods** and **services.** You can also ask adults the average monthly cost for **utilities, car, life,** and **health insurances.** If you plan to have a car, find the type of car you want and estimate the amount of the monthly payment.

planning and preparation

1. The projected time allotments for the presentation of unit concepts are as follows:

Concept	Activities	Time
1	A, B, C	2½ periods
2	D, E, F	2½ periods
3	G	1 period

TOTAL TIME: 6 class periods.

2. Introduce Activity C in the first class session so students can collect advertisements and research the cost of items they want to include in their budgets. You will need to know the current minimum wage.
3. Since the number of copies of the **Occupational Outlook Handbook** (OOH) may be limited, it is recommended that Activities D and E be conducted concurrently during a two-day period. Students may also be asked to use the **Occupational Outlook Handbook** outside of class and be ready for class discussion.

unit introduction

Ask students to read and discuss the unit introduction.

overview

Ask students to examine the overview. Explain that it shows **what** they can do in Unit XII, **how** they can do it, and **why.**

key terms

Briefly introduce students to the terms. Help them distinguish between "lifestyle" and "standard of living." You do not need to spend too much time on the terms now, since they will be explained in the activities.

look ahead

You may wish to collect some recent newspapers and magazines for students' use in Activity C. You can also obtain or ask students to obtain basic utility rates.

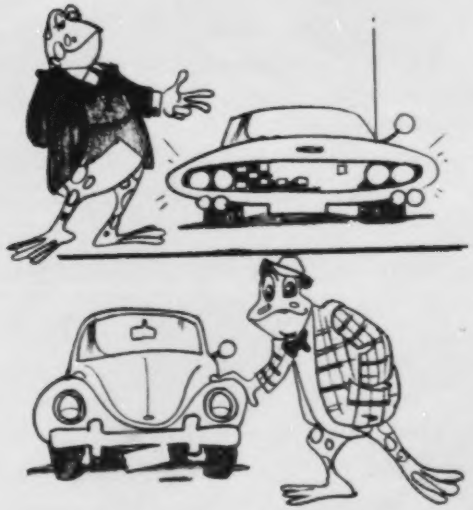
Concept 1

Concept 1

This concept is designed to help students identify those factors which influence their economic well-being and to suggest ways in which they might cope with those factors in their careers.

Economic Factors Affecting Spending

What you need, what you want, and **what you can afford** determine the amount of money you spend. Food, shelter, clothing, and transportation are your **basic needs.** The money you must spend for these determines your **cost of living.** The cost of living varies for people in different locations. It may also change with economic conditions such as inflation. The money you spend on all your **needs** and **wants** determines your **standard of living.** The amount of money people earn determines how much they can spend. As a result, the careers of most people affect their standards of living.



Income determines the standard of living of many people.

activity A

Exploring Economic Influences

In this activity, you will see the filmstrip, "Economic Influences." This filmstrip presents some of the economic influences that can affect your career. Many of your career decisions may involve these economic factors.

1. You can use the following "Instant Replay" as a review of the main points in the filmstrip.

instant replay

Economic factors such as cost of living, earnings, recession, and inflation influence the way you live.

The lifestyle of most families is determined by their income.

Activity A (25 minutes)

1. Show the filmstrip "Economic Influences." The "Instant Replay" is provided so students may refer to the major ideas presented in the filmstrip. It also presents these ideas to students who were absent during the filmstrip presentation.

Major expenses for a typical family include renting or owning a home and buying and operating a car.

Raising children is also a major family expense.

The major economic decisions you face may involve post high school education, marriage, child rearing, and choices of occupations.

MINI GUIDES

People today have wider choices of occupations than in the past. There are new options and expanding horizons for both men and women.

Economic planning can help you control your future.

2. Discuss the filmstrip. Use the following questions as a guide.

   a. Would you prefer to live in the past rather than the present? Why, or why not?

   b. Were people in the past able to choose their **standard of living** and **lifestyles?** Did they have any control over them? Explain your answer.

   c. Do you have any choices regarding your standard of living and lifestyle? Explain your answer. How does the amount of money you have to spend affect your standard of living and lifestyle?

   d. In what ways do you think lifestyles and standards of living in the **future** will differ from those of today?

   e. Which economic influences may be **beyond your control** as a person? Which ones can you control? What can you do to control them?

2. Ask students to discuss major concepts from the filmstrip. The following comments contain content cues as well as suggestions for the discussion.
   a. The lower prices of the past should be viewed in light of the lower incomes earned then. Today's complexity has also resulted in modern medicine and faster communications. Students may also consider today's ecological concerns.
   b. They chose their lifestyles as we do today, but their options were often limited by a lack of mobility, and the greater time needed to meet basic needs.
   c. People today have many choices, but are limited by their incomes in what they choose to do and buy.
   d. Social and technological changes may bring about alternatives not known today.
   e. Although people have little control over costs and general economic factors such as the cost of living, taxes, strikes, productivity, recessions, or inflation, they can have greater control over their income and spending. Short-range planning such as budgeting and long-range planning are ways of exerting control. Longer range planning can help them acquire the skills and understandings they need to improve their employability and possibly increase their income.

activity B

Spending and Earning Changes

Activity B (25 minutes)

The cost of maintaining a family is constantly changing. The family income also changes. This activity can help you understand some of the problems involved in balancing these two factors.

The amount of money needed to support a family changes as the economy changes.

1. Assist students in studying the introductory statements and table. They may not be familiar with the terms and arithmetic.

1. Examine the following information on **cost of living changes.**
   The Consumer Price Index (CPI) is released by the U. S. Bureau of Labor Statistics. The CPI shows the changes in the average cost of goods and services per month and per year. The CPI can be used to estimate average changes in the cost of living (COL). The CPI compares **all changes** to the prices of goods and services which were in effect in **1967.** The following table shows how the cost of living has increased from 1967 to 1977. It also shows the **rate** of increase (how fast) from the previous year to the next.

Cost of Living Table

The figures have been based on the Consumer Price Index (CPI) annual averages released by the Bureau of Labor Statistics.

YEAR	COST OR LIVING (% increase over the base year 1967 = 100%)	INCREASE (**How much** the COL has increased over previous year)	RATE OF INCREASE (**How fast** (rate) the COL has increased over previous year)
1967 (base)	100%	0%	0.0% (base)
1968	104%	4%	4.0%
1969	110%	6%	5.7%
1970	116%	6%	5.4%
1971	121%	5%	4.3%
1972	125%	4%	3.3%
1973	133%	8%	6.4%
1974	148%	15%	11.3%
1975	161%	13%	8.7%
1976	170%	6%	5.6%
1977*	176%	9%	3.5%

* Figures based on CPI available data: January, February, and March 1977.

What do these figures mean in our everyday lives? Suppose you paid $1.00 for an item in 1967 (base year). The table shows you had to pay 125% of $1.00 or $1.25 for the same item in 1972. The cost of living had increased. You had to pay 25¢ more in 1972 than in 1967 for the same item.

2. Discuss the Cost of Living table. Use the following questions as a guide.
   a. Suppose you bought an item for $1.00 in 1967. How much would you have to pay for the same item in 1973? 1974? 1975?
   b. Does the cost of living ever go below the 1967 base? Why?
   c. Does the cost of living increase always at the same rate? Why, or why not?
   d. In what years did the highest increases occur? Did inflation go up or down in these years? What creates inflation?
   e. What is the **median** percent of increase from 1968 to 1977? (Rank the percents of increase from lowest to highest and find the middle value.) What is the **average** percent of increase from 1968 to 1977? (Add the ten figures and then divide the total by 10.) Compare the median and average percent of increase. Are they different? Why?

2. The following comments contain cues and suggestions for the discussion.
   a. $1.33; $1.48; $1.61.
   b. No, such an occurence would have meant a drastic reduction in business activity, employment, and production in the past ten years: a severe depression.
   c. The different rates of increase reflect the variations of supply and demand in employment, amount of money in circulation, and production.
   d. 1974 and 1975. Allow students to discuss inflation and its causes in their own words. Refer them to the key term definition to start the discussion.
   e. Median = 6%; Average = 7.6%. The average takes into account the highest years: 1974 and 1975.

3. Help students understand the impact cost of living changes have on a family budget. You may wish to ask students to discuss how cost of living increases have affected their own lives.

3. Examine the following information on **spending changes.** What impact do cost of living changes have on a family budget?

The following budget was prepared for an **urban family of four.** The amount of money listed **for each** budget area **reflects** the **prices of goods and services in 1975.** The family would include a husband, wife, and two children, with one of the parents employed. The budget is based on figures suggested by the Bureau of Labor Statistics for this type of family.

FAMILY BUDGET

Budget Area	**Cost**	**% of Total**
Food	**$ 2,872**	**23%**
Housing	**$ 3,122**	**25%**
Transportation	**$ 1,124**	**9%**
Clothing	**$ 999**	**8%**
Personal Care	**$ 250**	**2%**
Recreation, miscellaneous	**$ 749**	**6%**
Savings and other spending	**$ 624**	**5%**
Taxes and Social Security	**$ 1,998**	**16%**
Medical Care	**$ 749**	**6%**
Total	**$12,487**	**100%**

The Cost of Living table on page 293 shows a **rate** of increase of 5.6% in 1976 over the 1975 prices. Each area in the family budget may not be equally affected by the increase. However, one might expect that the family had to spend $699.00 more in 1976 to maintain the same 1975 standard of living. ($12,487 × 5.6% = $699.00) The family had to spend a **total** of $13,186.00 in 1976. ($12,487 + $699 = $13,186.00)

Suppose the cost of living should continue to increase at the **rate** of 5.6% a year for the **next ten years.** In 1986, the family would need $22,738 to maintain the standard of living it had in 1976. The rate of 5.6% increase for 10 years (1986) **inflated** $13,186 to equal $22,738 (5.6% compounded each year for ten years.)

4. Examine the following information on **maintaining a standard of living.**

To keep the **same** standard of living, a family's **income** must **change** to meet changing costs. Some employment contracts have **cost of living** (COL) **salary increases built in.** These contracts assure the employees that their income will keep up with economic changes. Cost of living salary increases can be calculated with **two different methods.** Refer to the Cost of Living table on page 293 to find the figures used in the two following methods.

4. Students may need help in understanding the two methods used in calculating cost of living pay increases.

a. **First method:** Suppose you read in a newspaper article in 1977 that a group of workers received a 3.5% COL pay increase. The workers' COL pay increase was based on the COL **Rate** of Increase for 1977: 3.5%. Suppose the workers' salary was $8,000 in 1976.

1976 salary = $8,000

1977 cost rate of increase (exact figure) = 3.529% or .03529 (You move the decimal point two places to the left to change the percent figure into a decimal figure.)

COL increase in dollars =
$8,000 × .03529 = $282

1977 salary after increase = $8,000
+ $ 282
$8,282

b. **Second method:** Suppose you heard the **same** year that another group of workers received a 6% COL pay increase. Did this group receive a bigger COL pay increase? No. This group's COL pay increase was based on the year's COL increase **over** the 1967 base year. Suppose the workers' salary was also $8,000 in 1976.

1976 salary = $8,000

1976 COL increase over 1967 base year =
170% or 1.70

1967 base value of the 1976 salary =
$8,000 ÷ 1.70 = $4,705

1977 COL increase over 1976 =
176% − 170% = 6% or .06

COL 6% increase based on 1967 equivalent salary
= $4,705 × .06 = $ 282

1977 salary after increase = $8,000
+ 282
$8,282

The two groups of workers need an increase of $282 in pay to maintain in 1977 their 1976 pay level. However, not all jobs have contracts insuring cost of living salary increases. The following table shows the different **salary changes** in selected occupations from 1970 to 1974. The figures are quoted from the 1972-73, 1974-75, and 1976-77 editions of the **Occupational Outlook Handbook.** These figures represent average salaries. The **last** four occupations' figures represent average **starting** salaries.

Occupation	1970 Salaries	1972 Salaries	1970-72 % changes	1974 Salaries	1972-74 % changes
Claim adjuster	$ 9,100	$10,000	+ 9.9	$11,900	+19.0
Stationary engineer	$ 8,600	$ 8,600	0.0	$11,544	+34.2
Plumber	$14,580	$16,952	+16.3	$18,720	+10.4
Local transit bus driver	$ 8,299	$ 9,610	+15.8	$11,544	+20.0
Auto worker	$ 8,798	$10,629	+21.0	$12,272	+15.4
Police officer	$ 8,500	$ 9,500	+11.8	$ 9,600	+ 1.0
Registered nurse	$ 7,400	$ 8,100	+ 9.5	$ 9,100	+12.2
Retail trade salesworker	$ 3,328	$ 3,328	0.0	$ 4,784	+43.7
Chemist, M.S.	$11,000	$16,300	+48.0	$18,400	+12.8

5. **Discuss what you have read. Use the following questions as a guide.**

   a. **Suppose the income of the family whose budget is shown does not increase as needed. In what budget areas might family costs be reduced? How would this reduction affect the family's standard of living?**

   b. In what budget areas are the costs **least** likely to be reduced? Why?

   c. What other changes could the family make if income fell below their consumer needs? How would each of these changes affect the family's standard of living?

5. Ask students to discuss the information they just read. The following comments contain content cues as well as suggestions for the discussion.

   a. It is likely that the family would reduce the budget areas "Recreation" and "Savings" first.

   b. Food, taxes, and social security are often the most rigid budget areas.

   c. Other members of the family might seek work. The family might move to a cheaper home or closer to work to cut transportation costs.

Some families depend on income from both the husband and wife to meet their needs.

d. It is possible that the need for chemists exceeded the number of applicants. The need for chemists probably decreased.

e. Unions probably helped stationary engineers, plumbers, bus drivers, and auto workers gain salary increases. It is possible that the engineers were operating under a continuing union contract that froze their earnings. Retail trade salesworkers are not usually unionized and frequently are in greater supply than demand.

f. Increases in salaries might mean increased costs to the family.

g. There are differences in cost of living among various types of locations. Salary and wage scales often reflect these differences. Students should be aware that a higher salary in another location might be accompanied by higher living cost. This will help them understand how this level of income relates to their preferred standard of living.

look ahead

Remind students to bring the budget information they were asked to gather at the beginning of the unit to the next class session.

d. The average starting salaries for chemists with Master of Science degrees had an increase of 48 percent from 1970 to 1972. Why do you think these salaries had such an increase? Why was the salary increase smaller in 1974?

e. Which occupations do you think have **union** help in gaining salary increases? In two of these occupations, the salaries increased from 1972 to 1974, but **not** from 1970 to 1972. Why?

f. Can general salary increases affect the family's budget? How? Look at the listed occupations' salary increases. Which increases could affect your spending?

g. Does the **cost of living** vary from one location to another? If so, why? Do **salaries** earned in the **same** occupation vary from one location to another? If so, why? How could a family's move to a different location **affect** the family's budget? Think in terms of the following types of locations.

- Urban and rural areas.
- The Northern, Southern, Western, Eastern, and Mid-Western regions.

look ahead

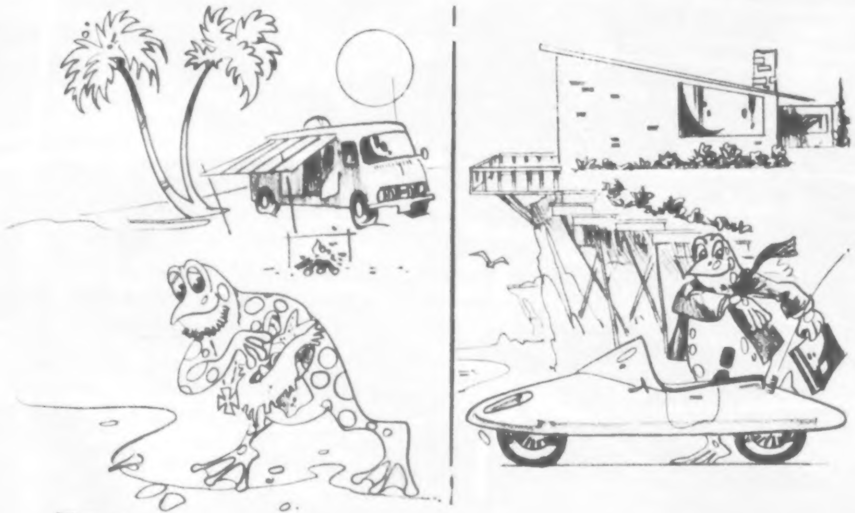
At the beginning of the unit, you were asked to gather budget information. Bring this information, including current newspapers and magazines, to the next class session. You will need the prices of goods and services to prepare your own budget in Activity C.

activity C

Examining Lifestyle Costs

The way you use your **time, energy, and money** is called your **lifestyle.** There are many different kinds of lifestyles. Some people like to eat or dress well. Others do not place much value on food or clothing. To some people, power and prestige are important. Others care about friends. Some people feel that a great deal of money is important. Others prefer to grow and make most of what they need.

The financial aspect of your lifestyle is called your standard of living. Your standard of living can be limited by the amount of money you have. In this activity, you will design your own budget to show the standard of living you want.



Career planning should include the standard of living you want.

Activity C (70 minutes)

This budget exercise is designed to bring students face-to-face with the economic realities of costs. They are forced to put dollar amounts on the things that they need and want.

1. Direct students to use the federal minimum wage to compute their expected earnings.

2. Help students use the budget information they brought to class to complete Part II of the Single Worker Living Costs form in their Activity Booklet. Ask students to compute their figures on a separate sheet of paper. You will need to supply some of the budget information if students were not able to gather all the information they need.

1. Turn to the Single Worker Living Costs form on page 32 in your Activity Booklet. Follow the directions given on the form to calculate your expected income **if you went to work now.** Record your figures in Part I of the Single Worker Living Costs form.

2. To get some idea of how you could live, plan a budget based on your **monthly income after taxes.** The last figure you recorded in Part I is the amount of your monthly income after taxes. Follow the budget outline in Part II of the Single Worker Living Costs form. Record your figures as indicated on the form. The budget information you brought to class will help you figure the living costs within each budget area. Use the following directions as a guide.

HOUSING — If you wish to live at home, record the amount of money you will give your parents. If you want to rent, look in the classified section of the newspaper for an apartment. Be sure to note whether it is furnished or not. Check which utilities, if any, are included in the rent. Record the **total cost** for this **budget area.**

FOOD — To find your **grocery** costs for the month, make a rough menu plan for five or ten days. Then figure its cost by checking newspaper ads. Multiply to get a figure for the month. Be sure to include snack items (soft drinks, popcorn, candy, etc.) if you eat them. Record the cost of **groceries.** To find you expenses for **meals eaten out,** multiply the number of meals you eat out by the average cost. For example, if you eat lunch during the work week, multiply 22 (lunches) by $1.50 (average cost). Total: $33. If you will eat out on Friday nights, multiply 4 dinners by $5, or $20. Record the cost of **meals eaten out.** Add the costs of the budget items. Record the **total cost** for this **budget area.**

UTILITIES — Your expenses in this budget area will depend on what is included in your rent. You can expect to pay a standard **telephone** rate plus any long distance charges. Check with the budget information you have gathered or with your teacher. Your monthly cost for **electricity,** water, natural gas, or any **other** utilities depends on the type of housing you chose. Base your estimate on the basic rates you obtained from adults. Do not forget that one person will use less water, for example, than an entire family. Record the cost of **each utility.** Add the costs of the budget items. Record the **total cost** for this **budget area.**

TRANSPORTATION — If you plan to use **buses** or the **subway,** multiply the number of trips by the cost of each trip. For example, if you take a bus to work and back 22 days a month at 30¢ a trip, your total cost would be 2 x 22 x .30 or $13.30. A **taxi** to and from a theatre might add $6 to the cost of each show. Record the **bus/subway/taxi costs.** If you plan to have a car, your bus/subway/taxi costs will be lower. However, you will need to figure the cost of **car payments, gas, maintenance,** and **insurance.** Car insurance rates are usually higher for male drivers under the age of 25. Driver's training and "good student" discounts on insurance are sometimes available to both male and female drivers. The "good student" discount may apply only as long as you are a student. Also, insurance costs can vary depending on the type of car you have. Estimate the cost of monthly car payments based on the budget information you have gathered. Record the cost of a **monthly car payment.** Although gas and car maintenance costs vary, an average figure is 16¢ a mile. Multiply this by the number of miles you expect to drive during one month. Record the cost of **car maintenance and gas.** Check the car insurance monthly rate in the budget information

you gathered. Record the cost of **car insurance.** Add the costs of the budget items. Record the **total cost** for this **budget area.**

CLOTHING — Make a list of the clothing you bought or that your parents bought for you in the past month. Add up the cost. Check whether it is an unusual amount. Did you buy nothing because you bought a new wardrobe two months ago? Or did you buy a winter coat, boots, and four pairs of shoes because they were on sale? Record the **average monthly cost** for this **budget area.**

INSURANCE — Most people have both **health** and **life** insurance. Find out about the insurance coverage you have now and how much it costs. If you live away from your parents or are no longer a student, you will need to get health insurance. Record the cost of **monthly health** insurance. How much **life** insurance do you have? Do you feel you need more? Estimate and record the cost of **monthly life** insurance you feel you need. Add the costs of these budget items. Record the **total cost** for this **budget area.**

HOUSEHOLD SUPPLIES — You will need **maintenance** supplies if you are renting an apartment. These items include linens, lightbulbs, pots and pans, detergents, brooms, etc. Record the cost of **maintenance supplies.** Estimate the cost of **personal grooming items** such as shampoos, shaving creams, and cosmetics. Record the cost of **personal grooming items.** If you are renting an unfurnished apartment, you will need to add the cost of **furniture** you may want to buy to the cost of small **appliances.** Record the **monthly** cost of **furniture and appliances.** Add the costs of the budget items. Record the **total cost** for this **budget area.**

MISCELLANEOUS — Estimate the cost of medical and dental bills, gifts, magazines, books, and other unplanned expenses. Record the cost of **unplanned expenses.** Record the **total cost** for this **budget area.**

ENTERTAINMENT — Estimate the amount of money you expect to spend entertaining at home and going out. Include vacation trips or other travel in this budget area. Record the **total cost** for this **budget area.**

TOTAL EXPENSES — Add and record all the figures listed in the column entitled "Total Cost of Budget Area."

INCOME — Enter the monthly income after taxes you recorded in Part I of the form.

SAVINGS — Subtract the amount recorded for "Total Expenses" from the amount recorded for "Income." If your expenses are greater than your income, review the amounts budgeted for each area. Reduce these amounts according to your needs.

3. Turn to the **Married Worker Living Costs** form on page 33 in your Activity Booklet. Calculate your income **if you were married,** with only **one** person employed in a **childless** family, earning the minimum wage. Follow the directions given in Part I of the form. Record your figures in Part I of the form.

3. A married worker pays less taxes than a single worker. Thus, the income after taxes figure will be slightly higher.

4. Plan a budget reflecting the standard of living you would have as a **married worker.** Base your budget on the monthly income after taxes you recorded in Part I of the form. Follow the budget outline in Part II of the form to record your figures. The following directions will help you figure the living costs within each budget area.

4. Ask students to adjust their figures to reflect marriage.

HOUSING — In the previous budget, you may have planned to live with your parents. Now that you are married, you may need an apartment large enough for two persons. Adjust the amount of the rent accordingly. Record the **total cost** for this **budget area.**

FOOD — Two persons will probably eat about twice as much as one. Adjust and record the costs of **groceries** and **meals eaten out.** Record the **total cost** for this **budget area.**

UTILITIES — Your expenses in this budget area will depend on what is included in your rent. Two persons living in the same apartment will use more electricity, water, gas, etc. More phone calls will be made. Adjust and record the cost for **each budget item.** Record the **total cost** for this **budget area.**

TRANSPORTATION — The number of bus/subway/taxi trips will increase with two persons. Adjust and record the cost of this **budget item.** If you plan to have a car, the amount of gas purchased may increase. Your monthly car insurance rate will **decrease.** Adjust and record the monthly costs of **car payment, gas, maintenance, and insurance.** Record the **total cost** for this **budget area.**

CLOTHING — Two persons will need more clothing. Adjust and record the **total cost** for this **budget area.**

HOUSEHOLD SUPPLIES — Maintenance supplies and personal grooming items will be used up faster by two persons. Adjust and record the costs of these **budget items.** As a married couple, you may want to start buying your own furniture and appliances. Adjust and record the **monthly** cost of this **budget item.** Record the **total cost** for this **budget area.**

INSURANCE — You will need to have health and/or life insurance coverage for two persons. You may also want insurance on your personal property. Adjust and record the costs of these **budget items.** Record the **total cost** for this **budget area.**

MISCELLANEOUS — Adjust your medical and dental costs and possible **unplanned expenses.** Record the **total cost** for this **budget area.**

ENTERTAINMENT — The cost of entertaining at home and going out will increase for two persons. Adjust and record the **total cost** for this **budget area.**

TOTAL EXPENSES — Add and record the figures listed in the column entitled "Total Cost of Budget Area."

INCOME — Enter the monthly income after taxes you recorded in Part I of the form.

SAVINGS — Subtract the amount recorded for "Total Expenses" from the amount recorded for "Income." Your total expenses should be greater than those recorded for the single worker's budget. Thus, a married worker's savings should be smaller than those of a single worker. If the amount of your total expenses is greater than your income, you need to review and adjust your budget.

5. Discuss and plan with the class the budget of a married and childless couple. **Both** persons in the couple are **employed** and earning **minimum wages.** The couple's taxes would be 15 percent of their combined wages. Compute the tax amount for their monthly combined wages. Subtract the tax amount from the monthly combined wages. The resulting amount is the income on which you will base the budget. Discuss and esti-

5. You will need to write the budget areas and figures on the chalkboard to assist students in the budget planning. Make sure the budget reflects a balanced cross section of the students' different lifestyles.

6. Students have been basing their budgets on the federal minimum wage. In this part of the activity, students can estimate the income they will need to support the lifestyle they want.

7. The following comments contain content cues and suggestions for the discussion.
   a-b. Some control can be exerted by the individual in all areas. The question of most or least control will be a matter of individual choice.

mate the cost within each budget area. Your teacher will write the amount agreed upon by the class for each budget area on the chalkboard. Use the guidelines you followed in planning the previous budgets.

6. Turn to the **Desired Standard of Living Income** form on page 34 in your Activity Booklet. You can now estimate the **income you will need to support the standard of living you want.** You probably plan to earn more than the minimum wage. Follow the directions given on the form to describe in **economic terms** the lifestyle you want.

GUESS I CAN'T AFFORD A MOTORCYCLE AFTER ALL!

Your salary is a factor in determining the things you can buy and do.

7. Discuss and compare Living Costs. Use the following questions as a guide.
   a. In which budget areas do you think you have the **most control** and **freedom of choice?** Why?
   b. In which budget areas do you think you have the **least control?** Why?

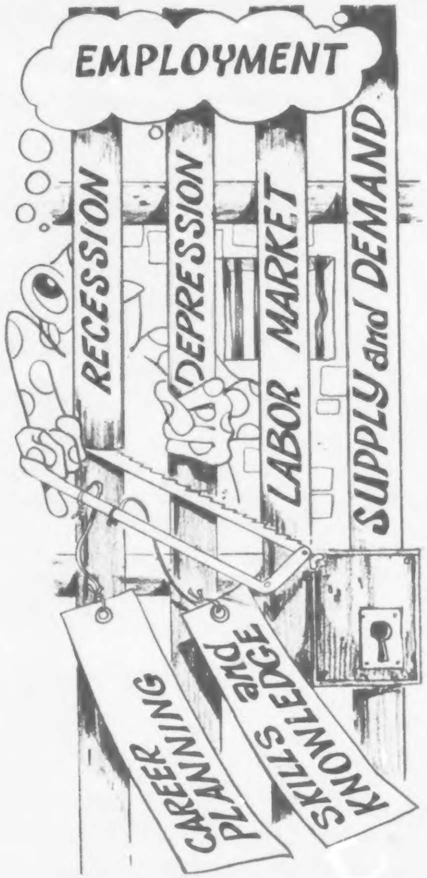
Concept 2

Concept 2

The following activities should help students learn to locate and interpret job market information.

Factors Affecting Income

Many factors affect your income. Some factors, such as **labor market supply and demand,** are **difficult** for a person to **control.** Your **career planning and decisions,** however, can help you **control** other factors. You can plan, for example, the **skills, knowledge,** and **qualifications** you acquire for employment.


EMPLOYMENT
RECESSION
DEPRESSION
LABOR MARKET
SUPPLY and DEMAND
CAREER PLANNING
SKILLS and KNOWLEDGE

c. In which budget areas do you think your wants will require **less than average** spending? In which areas do you think your wants will require **above average** spending?

d. What would you be willing to **give up first?** What do you feel you **must have?**

e. What parts of your desired standard of living do you have **now?** Which do you think your first job will support?

f. What **preparation** and **experience** do you need to get a **job** that will allow you to **maintain the standard of living you want?**

g. The nation's economy changes — rising cost of energy, inflation, recession, and depression. How can these changes affect your standard of living?

h. Do **you** have any control over the nation's economy? **If so, how?**

i. What can be done to control such economic influences as recession, inflation, and depression?

c-f. The answers to these questions will reflect individual preferences.

g. You may need to explain inflation, recession, and depression to the students.

h. Consumer resistance and political action are two methods of individual control.

i. A lively discussion should be encouraged, with as many viewpoints as possible represented.

activity D

Exploring the Outlook on Occupations

There are more job openings in some occupations than there are in others. Job openings within the same occupation also vary over time. If there are more people seeking jobs in an occupation than there are job openings, competition is **greater.** Some applicants may not find jobs in their chosen occupations. If there are more openings than applicants, jobs are easier to get and the pay may go up. This is the principle of **supply and demand.**

In this activity, you can research the employment outlook in the occupations that interest you.

1. Turn to the Career Planning Chart on page 47 of your Activity Booklet. On a sheet of paper, write the occupations listed in Column 2 of the chart. Research the **employment outlook** for each occupation in the **Occupational Outlook Handbook.** Write down the **number of people employed** in the occupation. Also, briefly describe the occupation's **outlook.** Use the following sample as a guide.

SAMPLE

OCCUPATION	# EMPLOYED	OUTLOOK
chemist	135,000	good through mid 1980's
auto worker	860,000	not expected to increase
medical assistant	200,000	excellent
railroad conductor	38,000	decline slowly

Activity D (30 minutes)

NOTE: Since the number of available copies of the **Occupational Outlook Handbook** may be limited, it is suggested that Activities D and E be conducted concurrently or that students be asked to complete their employment outlook research (Activity D, Part 1) outside of class.

1. The **Occupational Outlook Handbook** does not include all the occupations. If students cannot find information on one of the occupations they have listed, direct them to use the information on a related occupation.

2. Ask students to discuss the information they have gathered. The following comments contain content cues as well as suggestions for the discussion.
   a. One can assume that there will be a greater turnover of workers in established occupations which employ many workers. All other factors being equal, job opportunities are likely to be greater in these occupations.
   b. Occupations which have a good outlook often attract more people than will be needed upon completion of training programs. As a result, the job market goes through cycles of under- and over-supply.
   c. The discussion should bring out the factors students need to consider when choosing occupations requiring four or more years of preparation. The change in the job market from the time of occupational choice until entry may be drastic. This is a strong argument in favor of alternative career plans.
   d. The impact of the energy crisis on the automobile industry is an example of the difficulties that can be encounterd in predicting employment outlook.
3. Help students evaluate the economic factors that may affect each occupation's outlook.

2. Discuss the information you have obtained. Use the following questions as a guide.

   a. Many people retire, die, or change jobs each year. Knowing this, why is it useful to know the **number of people employed** in a given occupation?
   b. Of the occupations that interest you, which has the **best outlook?** Do you think this will be true five years from now? Why, or why not?

   c. The outlook for occupations requiring a lot of training often covers 10 years. Why? How can it help you make career decisions?

   d. In recent years, this country has been faced with an energy crisis. Which occupation in the sample was seriously affected? Is this reflected in the sample's outlook comments?

3. Review the outlook descriptions you wrote about the occupations which interest you. Keep in mind the factors brought out in the discussion. List the **economic factors** you think may affect your employment in each occupation. Also, think in terms of earnings and your desired standard of living. Turn to the **Career Planning Chart** on page 47 of your Activity Booklet. **In Column 5,** record the **economic factors** you listed for each occupation.

activity E

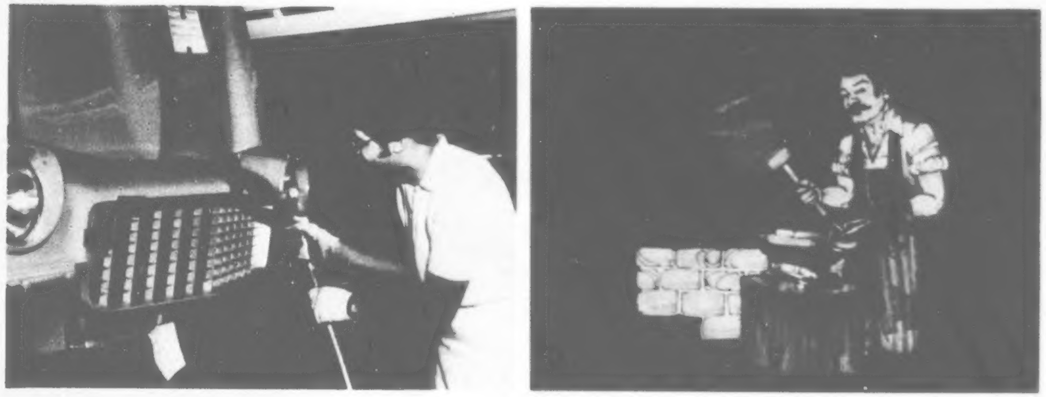
Looking at Occupations in the Future

Activity E (50 minutes)

This activity should develop student awareness of the potential impact of current trends upon future employment.

The previous activities have shown how some **economic factors** influence the job market. Other factors will also affect the jobs available when you are ready to enter the labor market. **Current trends, social movements,** and **changes in technology** have an impact on the future demand for goods and services. This activity will help you focus on the possible changes of the future labor market.

Technology creates new jobs and reduces the need for some existing jobs.



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1. Direct students to form groups of three or four and select topics of current interest which may have an impact upon future job market.

2. Ask students to select a group recorder.

1. Form a group with other students. As a group, select a topic of current interest such as new discoveries, technologies, or human rights. Topics may also include energy conservation and production, protecting the environment, or any other similar topic.

2. Select one student in your group to be the recorder. The group's recorder is to draw a form similar to the following sample on a sheet of paper. The sample only shows two "Areas of Change." The group's form should include the following areas of change in the **first column.**

- Food
- Housing
- Transportation
- Clothing
- Personal Care
- Recreation
- Taxes
- Medical Care

Group Topic: Technology

AREA OF CHANGE	OCCUPATIONS	EFFECTS ON OCCUPATIONS
FOOD	grocery clerk aquafarmer carry-out	• fewer with automated stores • new jobs growing food in water • fewer with tube delivery to apartments
HOUSING	carpenter	• cement houses replace carpenters

SAMPLE

The group recorder is to write the topic selected by the group.

3. Discuss the occupations that can or could be related to each area of change. Think in terms of products, services, materials, processes, and equipment. Discuss occupations your topic could **create** in the future. The recorder is to list the occupations discussed in the **second column** of the form.

4. Discuss **how** and **why** your topic could affect the occupations listed. Some topics may affect certain areas more than others. Try to get at least one or two ideas for each area. If your group has difficulty with an area, go on to those for which you have ideas. The recorder is to list the **effects of the topic** on the occupations in the **third column.**

5. Discuss your ideas about jobs in the future with the entire class. Use the following questions as a guide.

   a. Are any of the changes you have predicted happening **now?** What effects could they have on jobs when you are ready to enter the job market?

   b. Will any of these changes affect **consumers** and their **budgets?** How might they affect their **standard of living?**

   c. If these changes come about, what will happen to workers who are **no longer needed?** How could workers **plan** for such changes?

   d. Would any of the changes suggested affect the occupations in which you have an interest? What can you do to keep informed of these trends and their effects on the job market? How do these trends affect your **career planning?**

3. You may need to help students find related occupations. Invite them to use their imagination to find occupations that could be created by their topic.

4. If students have difficulty with an area, ask them to go on to the next.

5. The following comments contain content cues and suggestions for the discussion.

   a. Changes predicted by the students may be in evidence already. For example, many grocery stores have computerized checkout systems.

   b. All changes will have some effect upon consumers.

   c. Retraining and transferring to related jobs are possible alternatives. Workers could plan for such changes by acquiring skills used in several areas, rather than only preparing for a specific occupation.

   d. News magazines and other media are often good sources of current job market information and trends. Students need to consider several occupations in their career planning.

activity F

Activity F (30 minutes)

Looking Ahead

In this activity, you can examine how possible future changes may affect your career decisions.

Changes in society and environment can affect your career decisions.

1. This discussion should be relatively brief. Steps 1 and 2 are intended as stimuli to Step 3.

1. Read the following list. Discuss how these changes might affect career planning and decisions.
   a. Fewer children in a family.
   b. More mass transit.
   c. New designs in building towns.

d. Increased taxes.

e. Continued growth of service occupations, continued decline of occupations producing goods.

f. Four-day work week.

g. Greater number of workers changing jobs.

h. Paid educational leave from employment.

i. Greater role for men in the home.

j. More child care centers.

k. Greater automation in agriculture and industry.

l. Continued growth of movements against the established society.

m. Movement into the cities.

n. Increased concern for the environment.

o. Rise in cost of natural materials.

p. More choices in types of family structure.

q. Greater concern for conservation.

r. Increased opportunities for minorities and women.

s. Growth of jobs requiring more education.

t. Use of media for education in the home.

u. More adult education.

v. Expanded use of computers.

2. Ask students to identify ways in which Toffler's ideas could affect their future.

3. Give students an example, such as the decline in demand for teachers due to the decline in number of children in a family.

2. **Future Shock** by Alvin Toffler suggests some other changes which could affect society. Which of the following changes do you think would affect **you** the **most? How** would they affect you? Which changes would you **most like** to see happen?

   a. Farming and living under the sea.

   b. Controlling the climate.

   c. Discovering life on Mars.

   d. Conceiving, nurturing, and developing babies outside the human body.

   e. Producing household robots.

   f. Making throw away clothes, houses.

   g. Maintaining longer life span by replacing human parts with machines.

   h. Producing computers consisting of metal and living substance.

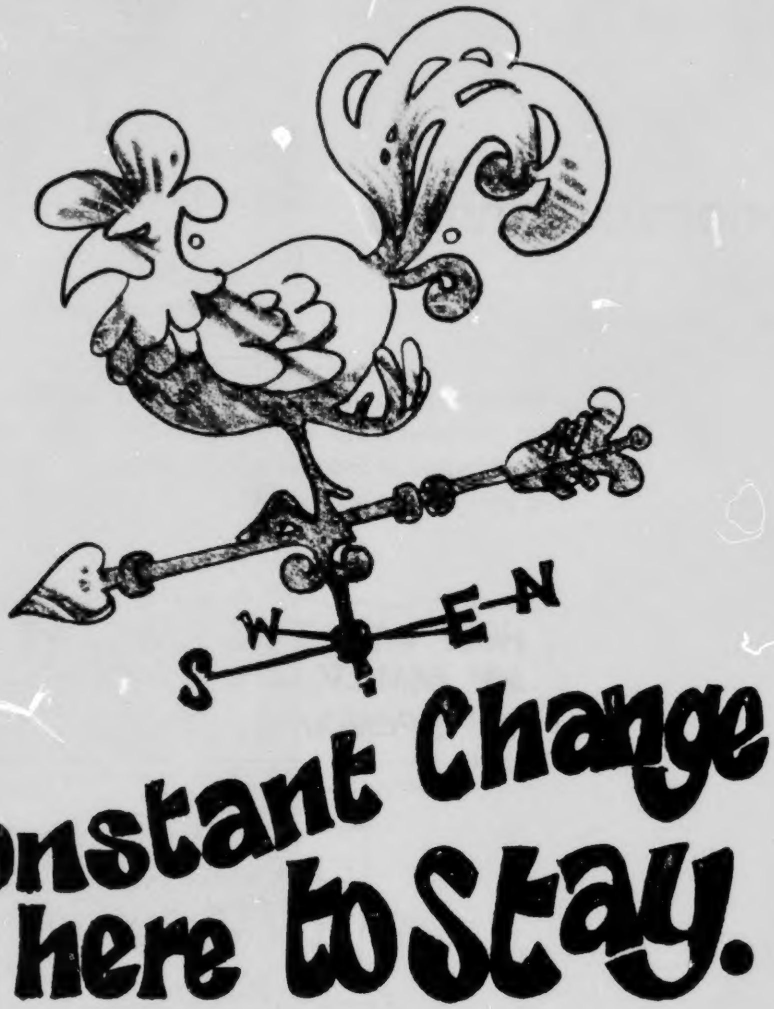
3. On a sheet of paper, list three of your possible choices of occupations. Leave enough space below each occupation to complete the following steps.

   a. List two **future changes** that could affect the occupation, for better or for worse. Use the changes which were discussed, or your own predictions.

   b. Describe how these changes would affect the occupations which interest you.

   c. What can you do to prepare for these changes?

   d. How will your ability to anticipate and prepare for the future affect your standard of living?


S
W
E
N
Constant Change is here to stay.

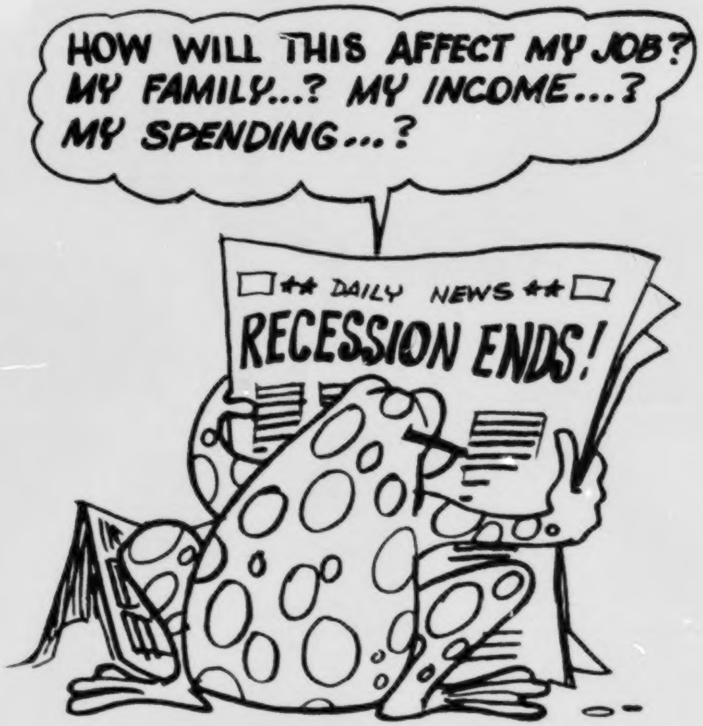
Concept 3

Concept 3

The focus here is on the students' ability to plan for the future, taking economic factors into account.

Economic Planning

Economic planning can help you **balance** what you earn and what you spend. The career decisions you make will affect both your standard of living and employment. Economic planning can help you foresee and control your earning and spending.


HOW WILL THIS AFFECT MY JOB? MY FAMILY...? MY INCOME...? MY SPENDING...?
DAILY NEWS
RECESSION ENDS!

activity G

Planning Your Economic Blueprint

Activity G (50 minutes)

You have explored some of the factors that may influence your spending, earning, and preferred standard of living. You have also explored the employment outlook of occupations that interest you. This activity may help you fit what you have learned in a long-range economic plan.

1. Read the following passages to become familiar with some average earning patterns and costs. The information may help you plan your economic blueprint.

Earnings and Age

In 1974, family income varied according to the **age of the family head.** The following differences were found:

Age	Average Earnings
24 and under	$ 9,000
25 - 34	$13,000
35 - 44	$15,500
45 - 54	$14,000
55 - 64	$13,000
65 and over	$ 7,000

The actual figures may not be true today because of inflation or other changes. However, the **pattern of earning power** should be similar.

1. Ask students to read the excerpts. Although the figures may be outdated, students may still use them to compare relative earnings and costs and prepare their economic blueprint. Updated information may be obtained through the U. S. Bureau of Labor Statistics.

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2. Help students complete their Economic Blueprint.

Costs of Post-High School Education

The costs of continuing education beyond high school can change. However, the average costs for the 1974-75 school year may give you an idea of what expenses to expect.

Public two-year schools	$2,153 per year
Private two-year schools	$3,617 per year
Public four-year schools	$2,400 per year
Private four-year schools	$4,039 per year

In your planning, you need to consider the earning power you may lose while you are in school. What could you earn if you were not in school? You may also consider the costs of any loans you get during this period. Most studies show that people with more education earn more in their lifetime. Continued education may be worth the expenses for other than economic reasons. You may need it to enter the occupations which interest you.

2. **Family, education and/or training, and occupation are usually large parts of a person's career. Each part will provide income, require expenses, or both.** Examine your own career from an **economic viewpoint.** Use the following directions and sample to complete the Economic Blueprint in your Activity Booklet, page 35.

   a. Use the following sources to gather the information you need to plot your economic blueprint.

      - Budgets prepared earlier in the unit.
      - Average salaries and costs shown in the text charts.
      - **Occupational Outlook Handbook** for the education and training required, entry and average salaries, and possible promotions in occupations that interest you.

   b. Record the income and expenses you expect from your **family, jobs, education and/or training** for the next twenty years. Use the examples on the following sample chart as a guide. Note that you start to plot the information at the bottom of the chart and work upwards.

Economic Blueprint

Age	Family		Education/Training		Occupation	
38	Great Aunt dies $10,000	Home, Child, $13,000 Spouse, Grad, School for PHD $1,000			Instructor at U. $10,000	Baby sitter $200 Clothes $300
36	Spouse $13,000		Fellowships $1,500	State U. for M. A. $1,000 Books etc. $100		
34	Spouse $13,500	Home, car, food, child, clothes, etc $10,000			Substitute teacher $2,000	Baby sitter $500 clothes $200
32	Spouse $12,500	Mortgage $4,800 car, food, clothes $5,000 doctor-child $300		Night School - Auto Mechanics $100	Give music lessons $1,000	
30	Spouse earns $11,000 loan from spouse's parents $2,000	Mortgage $4,800 Car, food clothes $5,000 baby $3,000			Give music lessons $500	
28	Spouse earns $10,000	Rent + food $5,000 car $1,200		Ski lessons $200	Teacher $8,100	Clothes $1,000 lunches $250 dues $100
26	Loan from parents $1,000	Married - spouse in grad. school $2,600 rent, etc. $5,000			Teacher $7,900	Clothes $200 lunches $200 dues $100
24		Unemployed brother moves in $1,200 rent, etc. $4,500			Teacher $7,500	Clothes $500 lunches $250 dues $100
22	Parents $200 (Presents)	Parents : $1,00 Rent-food : $4,000 Bus : $50			Teacher $7,200	Clothes $1,000 lunches $250 dues $100
20	Parents pay tuition and dorm.	$35 a year - presents	Scholarships $500 a year	State U. $2,600	Student worker $600 a year	
18	Parents: housing tuition and $100 a month	$35 a year - presents		State U. $2,400 tuition		
16	Parents: room + board $10 wk. allowance	$25 a year - presents		music lessons $125 a year	Babysitting $250 a year	$20 cab fare a year
	Income	Expenses	Income	Expenses	Income	Expenses

c. Think about marriage and family plans you might have. Keep in mind college expenses, job entry dates, and other similar matters. Will the spouse work? Will there be children? Be sure to enter your spouse's occupation and earnings, if any.

d. At any age, your income should cover your expenses. If college will cost $2,400 a year, for example, you should have income to cover it. The income could come from a loan, parents, or an occupation.

3. The discussion should provide an opportunity for students to compare and review their plans and ideas. However, no one should make judgments about the plans or ideas of anyone else.

3. Discuss and compare your **Economic Blueprint** with other students in the class. Use the following questions as a guide.

   a. Do your planned earnings **balance** with your spending?

   b. Examine the amounts of money you plan to spend. Have you thought of buying these items by making payments over a period of time? What budget areas do they involve? How are they shown in the money you plan to earn?

   c. Which items on your **Economic Blueprint** require you to make career decisions in the **near future?** Explain your answer.

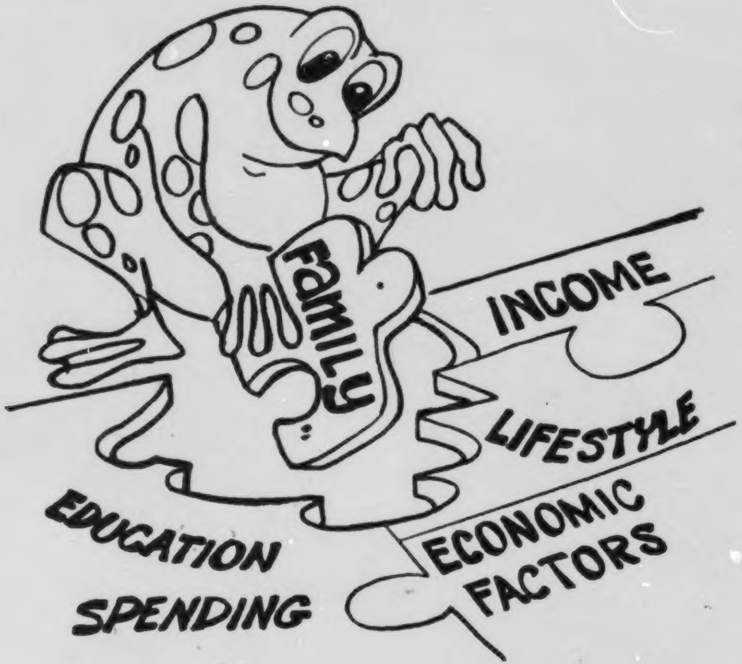
unit summary

Ask students to read and discuss the unit summary.

unit summary

There are many **economic factors** which will influence your career. **Changing costs of living** and your **preferred standard of living** will affect your **spending.** Your **choice of occupations** and a **changing job market** will affect your **earnings.** Your economic well-being depends upon well-balanced **spending** and **earning.**

Some of these factors will be difficult to control. However, you are more likely to shape a satisfying career by finding and including these factors into your plans.


family
INCOME
LIFESTYLE
ECONOMIC FACTORS
EDUCATION
SPENDING

You can shape a satisfying career by identifying the factors that affect your life.

look ahead

You will need recent newspapers or news magazines for Activity B in Unit XIII.

look ahead

Ask students to bring in newspapers or news magazines for Activity B in Unit XIII.

UNIT XIII

Social and Family Influences

major competencies

As a result of the activities in Unit XIII, students should be able to do the following:

1. Identify social factors that affect career decision-making (Activity A).
2. Give examples of the inequalities in society that make it difficult for some people to do the work they prefer (Activities A, B).
3. Act out social problems and identify ways to deal with them in their career (Activity C).
4. Describe the ways in which the occupations and the values of their parents might affect their career choices (Activities D, E).
5. Discuss the degree to which they feel their peer group influences their career decision-making (Activity F).
6. Identify stated and demonstrated values (Activity G).

Unit XIII Readability

Unit XIII has been tested for readability with the following results:

	Grade Level
Flesch	7.8
Farr-Jenkins-Patterson	8.8
Danielson-Bryan	6.4

equipment and materials

The following equipment and materials are needed for the activities in Unit XIII.

Teachers will need:
Filmstrip projector/screen
(Activity A)
Cassette tape player
(Activity A)
FS/CASS "Social Influences"
(Activity A)

unit introduction

In Unit XII, you studied the effects of economic factors on your career decisions. This unit helps you examine how **social and family influences** can affect your career decisions.

In the past, people have been far more limited in their choice of occupations than in our present society. However, many people today are still limited in their choices. **Attitudes** toward people's **racial** and **ethnic background, sex, age, income,** and **physical** or **mental handicaps** limit people's choices.

Lack of information can also limit your choices. You are not likely to enter an occupation if you have never heard of it! You are more likely to consider only the occupations with which you are familiar. You would be familiar, for example, with the work of your family and friends.

The values of society, of your family, and of the people around you may influence your decisions. This unit can help you become aware of these influences. Such an awareness may help you make satisfying career decisions.

Many factors can affect, influence, or limit your freedom of choice.

overview

WHAT	HOW
The **concepts** in this unit are:	The **activities** in this unit are:
1. Social factors.	• viewing and discussing a filmstrip. • examining social barriers. • role playing social problems.
2. Family influences.	• examining your family's choice of occupations. • examining your family's work values.
3. Peer influences.	• rating the affect your peers have on your decisions.
4. Influences on your values.	• identifying stated and demonstrated values.

WHY

The **goal** of this unit is to learn to recognize and deal with social factors which may influence your career decision-making.

Students will need:
Student text
(for all activities)
* Activity Booklet
(Activities D, E, F, G)
Recent newspapers or news magazines
(Activity B)

* Please caution students **not** to tear out pages **except** where told to do so.

planning and preparation

1. The projected time allotments for the presentation of unit concepts are as follows:

Concept	Activities	Time
1	A, B, C	2 periods
2	D, E	1 period
3	F	½ period
4	G	1½ periods

TOTAL TIME: 5 class periods.

2. You will need to present Activity G over two class sessions so that students can complete Step 6 of this activity outside the classroom.

unit introduction

Ask students to read and discuss the unit introduction.

overview

Ask students to examine the overview. Explain that it shows **what** they can do in Unit XIII, **how** they can do it, and **why**.

key terms

Ask students to read and briefly discuss the key terms.

look ahead

You may want to designate several students to find and report the actions of the community's groups for the whole class in Activity B. Also ask students to bring in recent newspapers or news magazines for Activity B.

key terms

Social barriers – attitudes toward certain persons or groups of people which tend to restrict these people's free movement toward their goals.

Environment – the social and physical surroundings of a person or community. The environment you live in (urban - rural, cold - hot, rich - poor) can influence your goals and behavior.

Peers – people who belong to the same group in society. These groups may be based on age, grade, social class, interests, religion, or work.

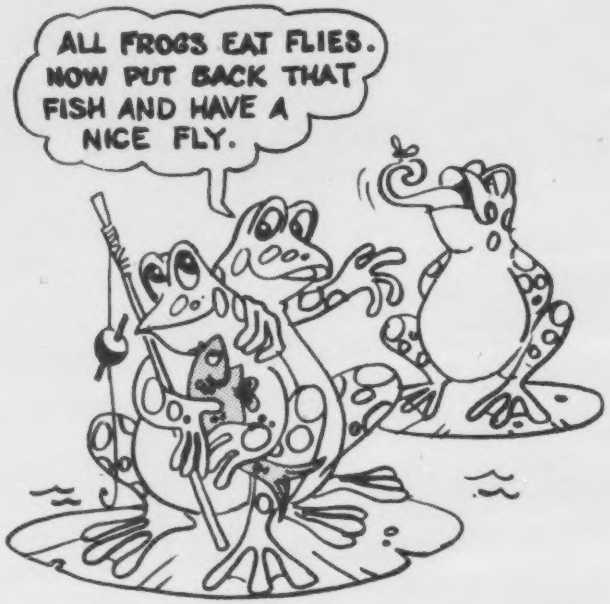
look ahead

For Activity B, you will need to find what groups in your community are doing something to promote equal opportunity. These groups might be churches, welfare agencies, Job Corps, American Civil Liberties Union, etc. Learn what these groups are **doing.** Visit in person one of the agencies or make a telephone call. You will report your findings in Activity B. You will also need to bring in **recent** newspapers or news magazines for Activity B.

Concept 1

Social Factors

What you think you "ought" to do often influences **what you do.** Your **family, friends,** and **society** as a whole **affect** your **thoughts** and **actions.** In many cases, the influences of society, such as laws and customs, **benefit** the person and society. However, these influences may also **limit** your career planning and decision-making.


ALL FROGS EAT FLIES. NOW PUT BACK THAT FISH AND HAVE A NICE FLY.

What you do, or feel you should do, is often influenced by those around you.

Concept 1

Through the activities in this concept, students can examine the actual social structures in our society and how they can affect different groups of people.

activity A

Activity A (25-30 minutes)

1. You may wish to keep the discussion at a general level. Students will discuss social factors in detail after the filmstrip presentation.

2. Show the filmstrip "Social Influences." The "Instant Replay" is provided so students may refer to the major ideas presented in the filmstrip. It also presents these ideas to the students who were absent during the filmstrip presentation.

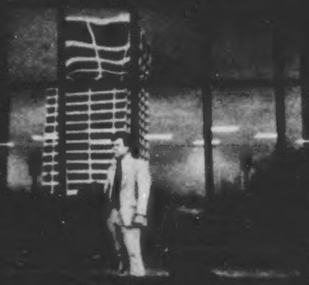
Exploring Social Influences

In this activity, you will see the filmstrip, "Social Influences." This filmstrip describes how a person's environment can influence career decisions.

1. Before you watch the filmstrip, discuss the social factors which may influence career decisions. Use the following questions as a guide.
   a. How could **racial** or **ethnic background** affect a person's career decisions?
   b. How could **parents' values** affect a person's career decisions?
   c. How could a person's **community** influence career decisions?
2. As you watch the filmstrip, try to find the social factors which might affect the people's career decisions. You can use the following "Instant Replay" as a review of the main points in the filmstrip.

In earlier societies, people made very few decisions about what they did. The role of a man was different from that of a woman.

For centuries, a man did what his father did; a woman did what her mother did. Usually women raised children, cooked, and cared for the home.



The United States is often referred to as a place where people can do or be anything they choose, if they are willing to work at it.

However, young people often still enter the occupations their parents did.

Social factors influence our career decisions. Our families influence us.

Our friends influence us.

People's attitudes can limit the opportunities of the aged, racial and ethnic minorities, the handicapped, women, and the poor.

Although these attitudes affect all of us, the attitudes of those closest to us usually affect us most. These three students are from the same larger society. However, their own environments and influences are very different.

Pablo Gonzales lives in a poor neighborhood. His school is overcrowded. Pablo wants to work as a coach to help the kids in his area.

Fred McGinnis lives on a farm in the country. His parents work long hours on the farm, but they like their lives. Fred wants to stay with farming, but would like to be a technician in agriculture.

Gloria Richards lives in a wealthy suburb. Her school has a good drama department in which she is interested. Gloria wants to be an actress, so she plans to take drama at City College.

How do social factors influence you?

3. Discuss the filmstrip. Use the following questions as a guide.

   a. Is your environment **similar** to that of any of the people pictured in the filmstrip? How?

   b. Of the three environments, which is the **least** like yours? How might this contrast make a **difference** in your career choices if you lived there instead?

   c. Which factors — **society, family, friends** — might have the **greatest** influence on your career decisions?

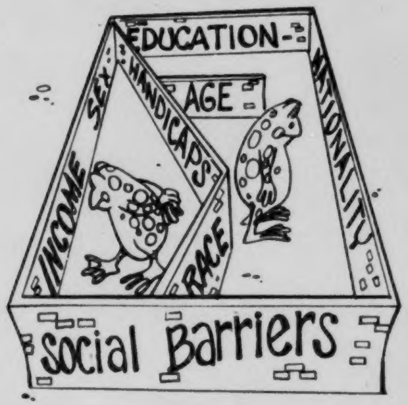
3. Have students discuss the filmstrip. At this point, students should become specific as to social factors which influence their lives. An atmosphere of respect for the feelings and opinions of others is essential to the discussion's progress.

activity B

Examining Social Barriers

Activity B (25-30 minutes)

Social barriers are people's attitudes toward racial and ethnic background, sex, age, income, and physical or mental handicaps. These social barriers have **limited** the **freedom of many people.** In this activity, you will examine the social barriers that make it difficult for some people to enter occupations.



Social barriers not only wall others out, they wall you in.

1. Ask students to read the examples of social barriers.

1. Read the following examples of social barriers.

Example A

In one school district, over 9,000 enrolled students spoke little or no English. The school's bilingual (two-language) program included about 3,600 students.

Example B

Minorities make up about 17 percent of the population of the United States. About 4 percent of American businesses are owned by minorities. These businesses take in less than 1 percent of the total money received by U. S. businesses.

Example C

The poorest fifth of the population gets 4 percent of the nation's income. The richest fifth gets 45 percent. There are almost two million corporations in America. Only 9 percent of the country's total assets belong to 94 percent of these corporations. However, one-tenth of 1 percent of the corporations controls 55 percent of the assets.

Example D

Indians on reservations have an average income of about $1,500 per year. They have an unemployment rate ranging from 40 to 70 percent. Almost half of Indian school children drop out before they finish school.

Example E

More than half of the nation's population is under the age of 30. At age 45, the rate and length of unemployment and poverty start rising. The entrance into many federal job training programs is limited to people under 28. The U. S. Department of Labor checked 6,000 companies in 1972. Over one-third of these companies were breaking laws against unfair employment policies on age. Studies show there is little, if any, loss of ability between the ages of 60 and 80.

Example F

Women, by tradition, work in low income jobs. Half of all women workers are employed in 21 of the 250 occupations listed by the census bureau. Most work in clerical and service jobs. In the United States, 7 percent of the physicians, 3 percent of the lawyers, and 1 percent of the engineers are women.

Many more women are working today than in 1940. However, the percentage of professional women has decreased from 45 percent to 37 percent. The average annual salary for working women is $5,077. The average annual salary for men is $8,668. The average annual salary for women with a college education is $7,396. For men with a similar education, it is $12,960. About 9 out of 10 women are employed outside the home for some period of their lives. At least 6 out of 10 women will work full-time for up to 30 years.

Example G

Teenagers make up nearly one-fifth of the civilian work force. In 1973, 66.5 percent of the teenagers available for work between the ages of 16 and 19 were not employed.

2. Discuss each of the examples. Use the following questions as a guide.

   a. **What** group of people is affected?

   b. **How** is the group affected?

   c. Do you know of any specific examples of this kind of social barrier?

   d. Who is responsible for the situation?

   e. Can the situation be changed?

   f. Should it be changed?

   g. How could it be changed?

   h. Can you think of other social barriers that exist in the United States?

   i. Most of the facts in the examples are from 1973. How do you think the situation has changed since then?

2. Urge students to respect the feelings and opinions of others as they discuss each example. The legislative process, technology, and violence have been used to overcome social barriers.

3. You may need to help students identify and interpret the articles as to what kind of social barrier is reported through its effects.

4. Help students report their findings to the class. In the following discussion, stress the importance of examining other people's values as well as stating personal views. Remind students that "career" includes the whole range of work activities one engages in: politics, community affairs, family, occupations.

3. Find examples of the **effects of social barriers** in the magazines or newspapers you brought to class. Look for articles about **social protest** in the form of strikes, marches, riots, or lawsuits. Next, look for articles describing **what is being done** about social barriers. Share your findings with the class.

4. Report to the class your findings about your community groups' actions to **promote equal opportunity.** Discuss your findings with the class. Use the following questions as a guide.
   a. In what ways do the groups take action to bring about **change?** What are the **values** of **each way?**
   b. Are the **oppressors** or **those who are oppressed** responsible for bringing about change?
   c. Do you think it is important to **give everyone equal opportunity?** Why, or why not?
   d. In your career, will you help promote equal opportunity? If so, how?

activity C

Role Playing Social Problems

Activity C (35-45 minutes)

Role playing can help you understand and learn to deal with the social barriers some people face in their careers. In this activity, you will role play situations in which you will face some of these social problems.

1. Read the following descriptions of role play situations.

Situation No. 1

Player A: You are a middle-aged, white man who owns a small construction company. You are a self-made man who did not graduate from high school. You have two sons in college. Minorities have a difficult time getting into unions and advancing in the ranks. As a result, you employ few minorities because the union controls who works for you. You are willing to give a job to any person who can do the work. However, you cannot afford to have any trouble with the union.

Player B: You are a college student. You are white and your father owns a small construction company. You are part of a civil rights movement on campus. You are trying to get more minority groups admitted into your college. You feel strongly that all people must do their part to promote equal opportunity. You feel your father is not doing his part. You decide to talk to him about this problem.

1. Set the stage for role playing by reading one of the situations aloud to the class. Have the students discuss the feelings each person in the described situation might have. Students may also discuss similar situations they have faced and their outcome. The goal of the discussion is to help students identify with the role playing situations as much as possible.

Situation No. 2

Player A: You are a high school student. Your parents came to this country from Mexico when you were very small. When you entered the first grade, you did not know how to speak English. You were not given special help and fell behind. You have been at the bottom of your class ever since. School is hard and boring for you. You talk to your friends in class and draw pictures. Your teacher talks on and on about things that do not interest you. You feel your teacher does not understand you or your culture. When the teacher scolds you, you look at the floor because that is what you have learned to do in your home.

Player B: You are a high school teacher. You have a student in your history class who disrupts the class by talking to friends and drawing pictures. The student never looks at you when you reprimand him or her. Instead, the student seems to be looking the other way. You are a good teacher and work very hard to help your students. For the third time today, the student is "acting up." You have spent a great deal of time planning the lesson. You feel it is unfair for this student to spoil the learning of everyone. You decide to take some action.

Situation No. 3

Player A (male): You are a lawyer in a small law firm. The young woman lawyer that you hired recently is not working out. Her work is incomplete and careless. She does not seem to take any initiative. She seems angry or upset most of the time. You have a small firm. People in your firm must like to work together. They must get the work done. Your law partners have asked you to fire her.

Player B: You are a woman lawyer. You have been working in a small law firm for six months. You graduated with honors from one of the best law schools. You feel you are capable of being a good lawyer. However, you do not have any experience. You are getting little help from the three men in the firm. You are never invited to lunch with the men. The secretaries often ask you to take over the telephones while they are on their coffee break. You feel you are not part of the group and that you are not being given a fair chance to prove your abilities.

2. Select one of these situations or think of another one which would show **social conflict.** Imagine the physical setting in which the role play might take place.
    a. Will the role play take place in an office, a classroom, a home, outdoors?
    b. Should the players stand up or sit down?
    c. Should they be close together or far apart? Should they be separated by a desk?
3. If you wish, volunteer to be one of the role players. If you are not a role player, observe those who are. Try to think of other things they might say or do.
4. Discuss the role playing activity with the class. Use the following questions as a guide.
    a. Did the situation seem real?
    b. What was the conflict?
    c. What feelings were displayed by the players?
    d. With whom did you identify the most? Why?
    e. Was the conflict resolved? Why, or why not?
    f. How could it have been resolved?
    g. What might have been done in a different way? How?
5. Think of a situation at school, in your neighborhood, or at work that affects your career.
    a. Describe the situation.
    b. How does it help or hinder your career?
    c. What action could you take to help your career?

2. Create a place for the role play at the front of the room. Ask the students to imagine the physical setting in which the role play might take place. It may help the students role play the situation realistically.

3. Ask for volunteers to play the two people in the situation. Do not force anyone to participate. You may want to play one of the characters, if necessary.

    Ask the audience to watch the role play and to be ready to discuss it. The audience is as important to the role play as the players.

4. When the role play is finished, let the players comment on their own behavior first. Then call for a discussion. When a student begins to explain how he or she might have role played something differently, ask the student to show the class.

5. Ask students to share their ideas with the class. The objective is to become more aware of social influences and how to deal with them.

Concept 2

Concept 2

Since this concept's activities involve the privacy of students' families, discussion should be kept general. No student should be made to feel that the work values of his or her family are more or less worthy than any others.

Family Influences

Your family can influence your career decisions. Your family's **values** and **expectations** are an important part of your life. Being aware of **how** and **why** your family may influence you can help you make career decisions.

activity D

Examining Your Family Tree of Occupations

Activity D (20-30 minutes)

The occupations in which members of your family work are probably the ones you know most about. In this activity, you will look at your family's patterns of occupations.

1. **Complete the Tree of Occupations in your Activity Booklet, page 36.**
2. **Discuss your tree with the class. Use the following questions as a guide.**
   - a. **The tree covers a period of three generations. Do the choices of occupations change? If so, how?**
   - b. **What trends do you see in the occupations held by the members of your family? Do the trends for the men and women in your family differ? Why, or why not?**
   - c. **Are the trends affecting your family similar to those of others? If so, can you explain why?**
   - d. **How will you be influenced by your family's choices of occupations? To what degree will you be influenced?**

1. Ask students to complete their Tree of Occupations in their Activity Booklet.
2. Have students discuss the occupational trends of their family.

   On the men's side, there might be a trend away from the agricultural to the professional in a service area. For example, the grandfather might be a wheat farmer, the father a factory supervisor, and the son a salesperson. There might also be a trend on the women's side; for instance, more women in the mother's generation may be employed outside the home than in the grandmother's generation.

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Activity E (30 minutes)

activity E

Getting Advice, Advice, and More Advice

Family values can affect a person's career decisions. The work values that parents hold may come through in the **advice** they give their children. In this activity, you will examine career advice given by family members.

1. Turn to the Advice, Advice, and More Advice list, page 37 in your Activity Booklet.

   a. In each statement, **identify** and **record** the **value** being recommended.

   b. For each statement, select conflicting values from the other statements. Record the numbers which correspond to the conflicting value statements.

   c. Make an "X" by each statement with which you think your family would agree.

   d. Make an "O" by each statement with which you agree.

      1. "Find a job that makes you happy." X, O

         Value ______________________ Conflicts with ______

2. Discuss with the class the type of advice you think parents should give their children about their careers.

3. Share the ideas developed in class with parents. Discuss your own ideas with them.

1. Direct students to complete the Advice, Advice, and More Advice list in their Activity Booklet.

2. Have students discuss the type of advice they think parents should give them.

3. Encourage students to share results with their parents.

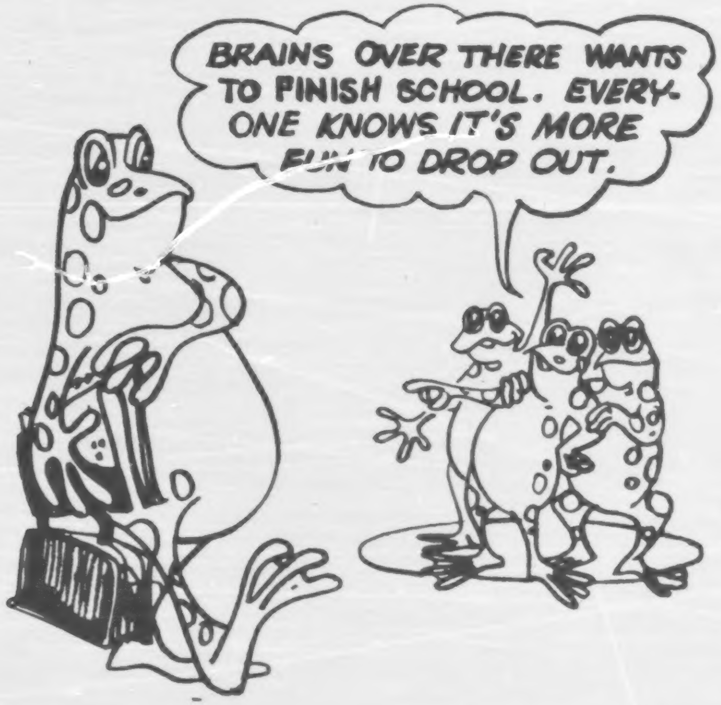
Concept 3

Concept 3

The purpose of examining peer influence is to help students become conscious of the influences of their peers.

Peer Influences

Your **peers** can influence your choices. This is natural. This influence may be very strong at this time in your life. Knowing how your peers influence you can help you in making decisions.


BRAINS OVER THERE WANTS TO FINISH SCHOOL. EVERY-ONE KNOWS IT'S MORE FUN TO DROP OUT.

activity F

Examining Peer Influences

Activity F (20-25 minutes)

In this activity, you will examine when and to what degree your peers affect your decisions.

1. Complete the Peer Influence Checklist on page 38 in your Activity Booklet.

2. Discuss the checklist. Use the following questions as a guide.

   a. In what decisions do your peers affect you the **most?**

   b. Are these areas the **same** for most students in the class? Why, or why not?

   c. Do your peers affect your career decisions **more than your family** does?

   d. In the past few years, have you had a change in your circle of friends? Your circle of friends may have changed for different possible reasons. You may have changed it on purpose. You may be going to a new school. Your family may have moved to a new town. If so, would your previous peers have influenced your decisions in a different way?

1. Direct students to complete their Peer Influence checklist in their Activity Booklet.
2. Ask students to discuss their checklist.

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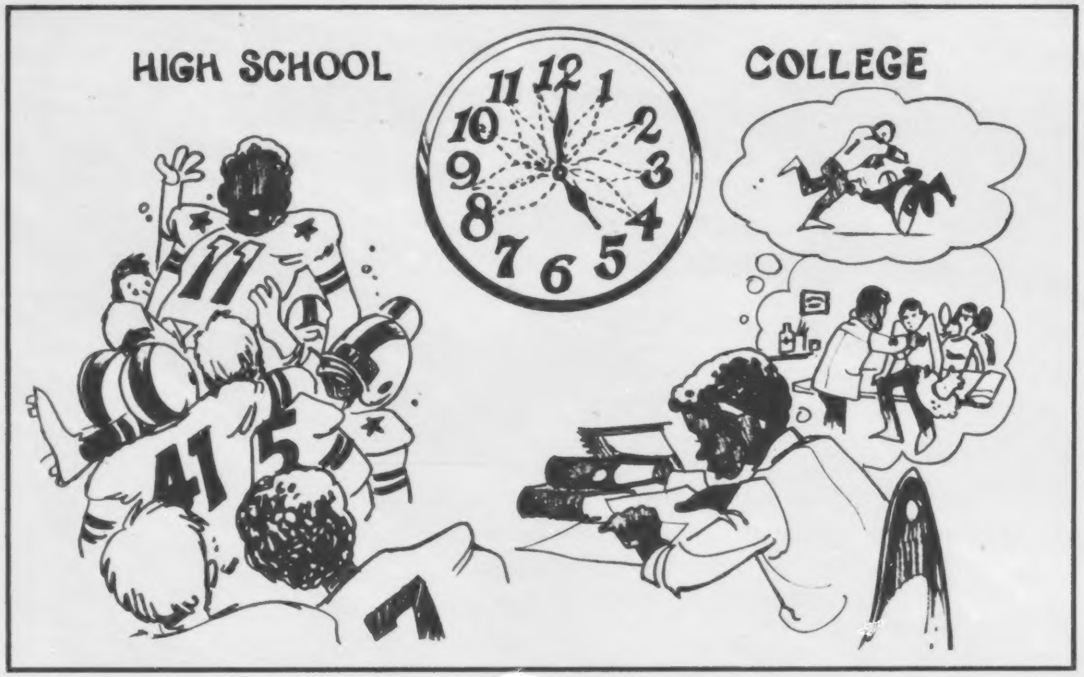
Concept 4

Ask students to read the description of the concept. You may want to discuss it briefly, giving an example of how your environment can affect your decisions.

Influences on Your Values

You make decisions on the basis of your values. Your values may or may not be the same as those of your family and friends. They may change. Often they are in conflict. Your **social environment** may influence your values. Understanding how social factors influence your values can help you make career decisions.

Your values change over time. Sometimes they may even conflict.



activity G

Examing Your Values

In making decisions, it is important to be aware of your own values. It is also important to be aware of the values of others who might influence you. In this activity, you can examine your values and those of people important to you.

1. At the top of a sheet of paper, list **three things about your career which are important to you.**

2. On the same sheet of paper, draw a time chart. Use the following sample as a guide.

Time Chart

	Last Saturday	Last Sunday	Last Monday
12-1 AM			
1-2			
2-3			
3-4			
4-5			
5-6			
6-7			
7-8			
8-9			
9-10			
10-11			
11-12		Sample	
12-1 PM			
1-2			
2-3			
3-4			
4-5			
5-6			
6-7			
7-8			
8-9			
9-10			
10-11			
11-12			

Activity G (60 minutes)

NOTE: You will need to present the activity over two sessions, so students can complete Step 6 outside of class.

1. Ask students to list their three most important career values on a sheet of paper. Remind them of the definition of career (Key Term Index, Appendix C).
2. Direct students to draw a time chart similar to the sample shown in text.

3. Help students complete their time chart.

4-5. Students may need help in evaluating their time charts. Direct them to look for patterns in their activities and to ask themselves what values these patterns indicate. The amount of time a person spends on an activity does not always reflect the activity's relative importance.

Discuss the charts, keeping an atmosphere of openness and acceptance for differing values.

6. Direct students to complete this step outside of the classroom. Remind them to bring the completed charts to the next class session.

3. Fill in the time chart. Start by blocking in the time you spent sleeping. Then list the **specific** activities you did, beginning last Saturday morning. **Circle** those blocks of time in which you did things related to what is most important to you.

4. Examine your chart. How much time did you spend on particular kinds of activity? **The way you spend your time** can give you a good idea of **what you think is important.** Looking at the chart, what three things seem to be most important to you? Are these the three things you listed earlier? If not, do you want to change your list?

5. Close your eyes and think about how you like to spend your money. Do you spend most of it for sports, clothes, books, music lessons, or friends? **The way you spend your money** can give you a good idea of **what you think is important.** As a result of this exercise, is there **any change** in the three things most important to you?

6. Complete this step outside of the classroom, but **before** the next class session.

   a. On two sheets of paper, draw **two** time charts similar to the sample shown on page 345.

   b. Select two adults who influence your life.

   c. Give each adult a time chart. Ask them to list the three most important things about their careers at the top of their chart.

   d. Ask the adults to complete their time chart. Use the steps you followed at the beginning of this activity to guide them.

   e. Ask them about the social, peer, and family influences on their careers.

   f. Bring the two completed charts to the next class session.

7. **Compare your chart with those of the two adults who influence your life. Use the following questions as a guide.**
   a. In what ways are the adults' values and your values **alike?** In what ways are they **different?**
   b. Do you think your values or those of the adults will **change?** Explain your answer.
   c. Compare the environment in which your parents grew up to yours. Use the following points of comparison as a guide.
      - Social influences.
      - Family influences.
      - Social barriers.
      - Peer influences.
      - Physical surroundings.

      How might different experiences help shape different values?
   d. Do you see any **influences** of the **adults' values** on your career? Are they helpful? What influence might hinder your career? How can you resolve any conflict?
8. Turn to the Career Planning Chart on page 47 of your Activity Booklet. In Column 6, for each Worker Trait Group or occupation, list the social and family influences you think may affect your employment.

How will social factors influence your future lifestyle?

unit summary

Social factors can influence your career decisions. Society's attitude toward persons of different age, sex, race, and income level can affect your chances for satisfaction. Your family and friends can influence your choices of occupations. Your environment partly shapes your values and, as a result, your decisions.

By understanding the social influences on your career decisions, you can increase your **freedom** in shaping your career.

7. The following comments contain content cues and suggestions for the discussion.
   a. What the students and the adults have listed as the "three most important things" suggest their values.
   b. Values do change. You might give an example from your life. The point might be made that people change their values less easily as they grow older.
   c. Our values are influenced by our environment. As students compare the environment in which their parents and other adults grew up with theirs, they might gain an understanding of the reasons these two generations may conflict.
   d. Influence can be shown by either rejecting or accepting the adults' values.
8. Direct students to update their Career Planning Chart.

unit summary

Ask students to read and discuss the unit summary.

major competencies

As a result of the activities in Unit XIV, students should be able to do the following:

1. Clarify career goals (Activity A).
2. Identify alternate means to goals (Activity B).
3. Identify criteria for a satisfying career plan (Activity C).
4. Evaluate career alternatives and make a decision (Activity D).
5. Make a career plan (Activity E).

Unit XIV Readability

Unit XIV has been tested for readability with the following results:

	Grade Level
Flesch	8.3
Farr-Jenkins-Patterson	8.8
Danielson-Bryan	7.3

equipment and materials

The following equipment and materials are needed for the activities in Unit XIV.

Students will need:
Student text
  (for all activities)
*Activity Booklet
  (Activities A, B, C, D)

Access to the school's career information system, including the **Worker Trait Group Guide**[1] or the **Dictionary of Occupational Titles** and Supplement,[2] 4th Edition
  (Activity A)
Scissors, magic markers, 8½" x 11" colored paper
  (Activity E)

* Please caution students **not** to tear out pages **except** where told to do so.

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[1] Developed by the Applachia Educational Laboratory, Charleston, W. Va. and published by McKnight Publishing Company, Bloomington, Ill.

[2] Published by the U. S. Department of Labor.

UNIT XIV

Career Planning

unit introduction

In the previous units, you have explored both **yourself** and the **world of work.** In this unit, you can apply a decision-making strategy to this information to make a **career plan.** You can use this plan as a guide in making future career decisions.

The decision-making strategy can help you make a career plan to reach your goals.

overview

WHAT

The **concept** in this unit is:

Career decision-making.

HOW

The **activities** in this unit are:

- clarifying your goals.
- identifying alternative ways to your goals.
- listing standards by which you can judge your alternatives.
- deciding on ways to reach your goals.
- making a flow chart and a time line to show your career plans.

WHY

The **goal** of this unit is to help you plan ways to reach your career goals.

key terms

Assumption – a fact or statement taken for granted. Something that is believed to be true.

Criterion statement – a standard that must be met for an alternative to be acceptable.

planning and preparation

The projected time allotment for the presentation of the unit concept is as follows:

Concept	Activities	Time
Unit	A	2 periods
Concept	B	1 period
	C	1 period
	D	½ period
	E	1½ periods

TOTAL TIME: 6 class periods

unit introduction

In this unit, students can integrate the data they have acquired from other units into a career plan. Ask students to read and discuss the introduction.

overview

Ask students to examine the overview. Explain that it shows **what** they can do in Unit XIV, **how** they can do it, and **why**.

key terms

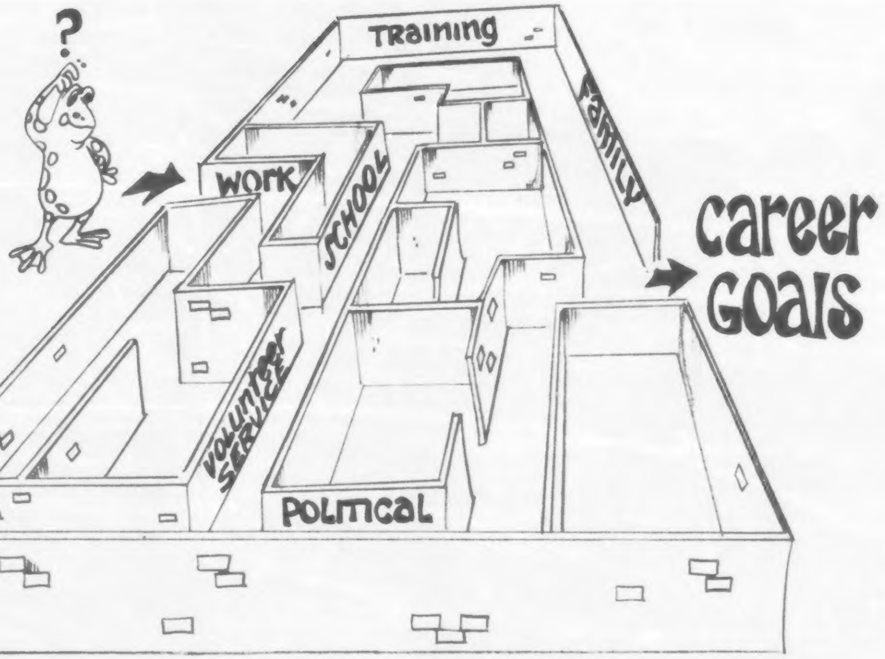
Ask students to briefly discuss these terms.

Unit Concept

The purpose of these activities is to help students develop planning skills to use the results of their career exploration in decision-making. Students have previously used the decision-making strategy in Units II and VIII. You may wish to refer students to these units to review the steps of the strategy.

Career Decision-Making

Career decision-making is the process of **choosing** actions which will help you **achieve** your career **goals.** You can begin now to **shape** what you know about yourself and the world of work into a **plan** for your future. The decision-making strategy can help you define and choose ways to achieve your goals.

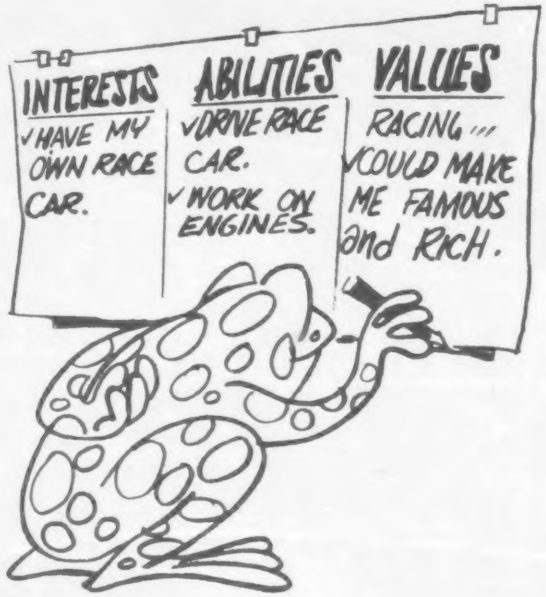


activity A

Clarifying Your Goals

The first step in the decision-making strategy is to **clarify the situation.** To plan your career, you must first be **clear** about your **goals,** what you truly want. Since you first stated your goals in Unit I, you have explored many aspects of yourself and the world of work. Do those goals **still** represent what you want?

This activity can help you review your goals on the basis of the data you have gathered since Unit I. It can also help you **state** the goals you most want to achieve in the next **ten** years. These goals will form the **basis** of your **career planning.**


INTERESTS
✓HAVE MY OWN RACE CAR.
ABILITIES
✓DRIVE RACE CAR.
✓WORK ON ENGINES.
VALUES
RACING...
✓COULD MAKE ME FAMOUS and RICH.

Your interests, abilities, and values can help you plan your career.

Activity A (90-100 minutes)

Ask students to read and discuss the introduction. Stress the importance of this first step in the decision-making strategy. If the decision situation is not clear, students cannot progress in the career decision-making process.

1. Help students review the data they have gathered in the Career Decision-Making Program. Students will need to have access to the **Worker Trait Group Guide** or the Supplement to the **Dictionary of Occupational Titles,** 4th Edition.

1. Review the information you have gathered about yourself and the world of work.

    a. Turn to the **Worker Trait Group Selection Chart** on page 43 of your Activity Booklet. Examine the information you have recorded on the chart. For example, the circled numbers in **Column 2** correspond to your **preferred work activities.** You may want to review the descriptions of these work activities in Unit VI of your text. Also, the circled numbers in Column 3 correspond to your **preferred work situations.** You may want to review the descriptions of these work situations in Unit VII of your text. On a sheet of paper, write the heading "Important Characteristics." Under it, list any information recorded on the chart which you feel will help you describe **your career goals.**

    b. Turn to the **Worker Trait Group Exploration Chart** on page 46 of your Activity Booklet. Examine the information you recorded on the chart. You may want to review the descriptions of the Worker Trait Groups listed for further exploration in **Column 10.** Use the **Worker Trait Group Guide** or the Supplement to the **Dictionary of Occupational Titles,** 4th Edition, to do so. As you read these descriptions, check to see if you are still interested. You had indicated your interest by entering a plus (+) in Columns 3, 4, 5, and 6 of the chart. For example, the **aptitude** codes you entered in the plus (+) section of Column 7 correspond to the aptitudes you can or want to meet. You may want to review the descriptions of these aptitudes in Unit IX of your text. Also, you will find the description of the **physical demands** and **working conditions** you can or want to meet in Unit X of your text. On your "Important Characteristics" form, list any information recorded on the chart which you feel will help you describe **your career goals.**

    c. Turn to the Career Planning Chart on page 47 of your Activity Booklet. Review the information you have collected in Columns 1 through 6. This will help you identify the **occupations** you want to consider as possible choices. Record these identified occupations in Column 7 of the chart under Career Alternative. On your "Important Characteristics" form, list any information recorded on the chart which you feel will help you describe your career goals.

2. Revise the goals you first stated in Unit I on the basis of what you **now** know about yourself and the world of work.

   a. Turn to the **Goal Focus Chart** on page 2 of your Activity Booklet. The goals listed in this chart are those you first stated in Unit I. Examine these goals on the basis of the information you listed on the "Important Characteristics" form. Do the goals listed on the Goal Focus Chart **still represent what you want?** If not, what would you **change?** Make these changes on your chart, using a pen of a different color.

   b. Use your **revised** Goal Focus Chart to help you state the **goals** you most want to achieve in the **next ten years.** Write these goals on a separate sheet of paper.

3. In stating goals, people usually make certain **assumptions.** In some cases, these assumptions are **not valid** and may prevent people from reaching their goals. You can learn to recognize such assumptions by examining each of the following statements. Identify the **assumption(s)** hidden behind each statement. You may wish to record them on a sheet of paper. In the class discussion, explain why you think the assumptions **are** or **are not true.**

   a. "My parents insist that I continue my education after high school, so I have to go to college."

   b. "Who needs school? Look at my plumber. She dropped out of school at sixteen and she makes more money than I do."

   c. "I'm not worried about a career; my parents are rich and will support me."

2. Help students revise and state their ten-year goals on the basis of their occupational preferences.

3. Explain the difference between a fact and an assumption. Ask students to study the statements and discuss their findings with the class. The following comments include some of the **invalid** assumptions.

   a. I have to do what my parents say. College is the only kind of post-secondary education.
   b. Droupouts usually (or always) earn more than those who stay in school. The only reason for going to school is to be able to earn good money. Plumbers need no schooling.
   c. Money is the only reason for developing a career. My parents will always be rich and willing to support me.

d. **Each** college graduate earns $240,000 more during a lifetime.

e. I will be able to marry and have children. My spouse will be able to support me and my children. My marriage will last. After my children are grown, being married will still meet all my needs.

f. All colleges judge all applicants on grades alone.

g. No employer will hire a person with a record for a good job. Everyone has to know if you have a criminal record. A career is a job.

h. Scholarships are only given to smart students.

i. My counselor knows more about my career than I do. If you drop one goal, you have to start your career exploration over from the beginning.

d. "I'm going to college. Each college graduate makes about $240,000 more than other people in a lifetime."

e. "I know I'll have a satisfying career; all I want is to get married and have children."

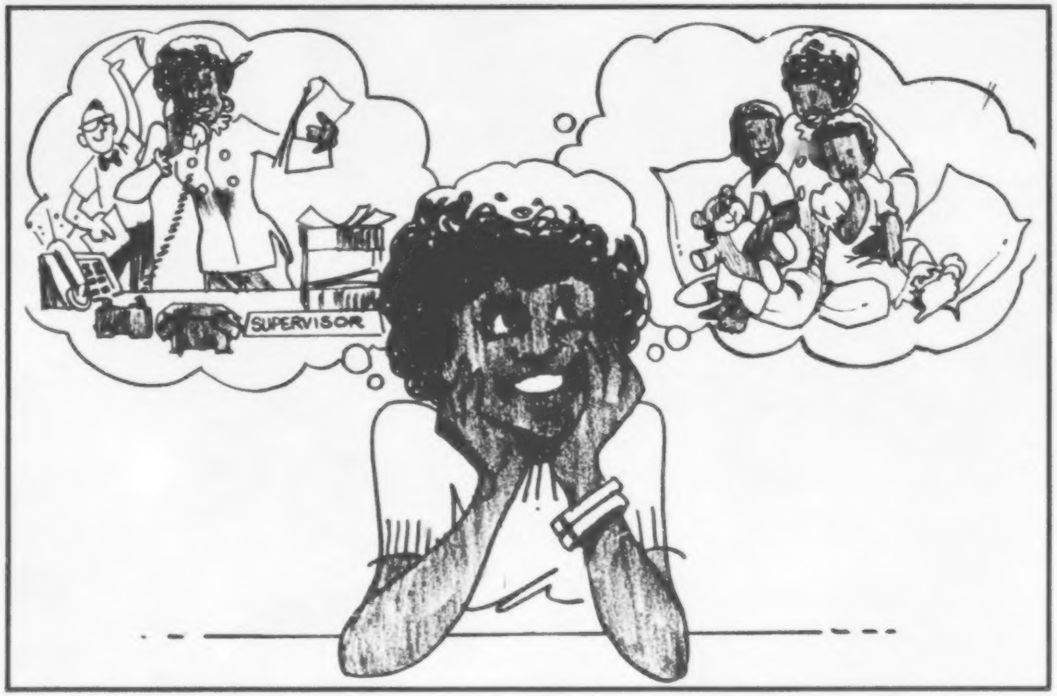
f. "My grades were so low in high school that no college would accept me."

g. "I have a police record, so there isn't any point for me in planning a career. I couldn't get any kind of decent job."

h. "I'm not smart enough for a scholarship and my parents are poor. It's impossible for me to continue my education."

i. "I had an occupational goal in mind, but dropped it because my counselor said I wasn't suited for it. Now, I don't know what I'm going to do."

What assumption does she make? Is it valid? Why, or why not?



j. "Since I don't know what I want to do, going to college would be a waste of time and money."

k. "I will never have a worthwhile career; I'm physically handicapped."

l. "You know, I'd like to go back to high school, learn a trade, and get a good job. Can't live on wishes, though, so I'm going to join the army."

4. Others can often identify assumptions more easily than the person making them. Form into small groups of three or four students. Read each of the goal statements you wrote in Step 2 to the students in your group. Ask them to help you identify the assumption(s) hidden behind each goal statement. As each assumption is identified, discuss the following questions.

- Is the assumption **usually valid**? **Sometimes valid**? Why or why not?

- Could the assumption **affect** your goal? Could the assumption hinder your career planning? If so, how?

Review your goal statements on the basis of what you know about your assumptions. You may need to restate your goals in order to make your assumptions more accurate.

5. The goals you have clarified in this activity form the basis for your career planning. You can now examine them to see what you **need** to achieve them. Turn to the Checking Your Goals form on page 39 of your Activity Booklet.

   a. Complete the **"Goals"** section of the diagram in the Checking Your Goals form. **Under A,** state the things you want to **have** 10 years from now. **Under B,** state what you want to **do** 10 years from now. **Under C,** state the kind of person you want to **be** 10 years from now.

j. The purpose of college education is to train students in their chosen fields. College is no place for career exploration.

k. My handicap prevents me from achieving all the worthwhile goals that I have. I am capable only of doing what is not worthwhile.

l. Joining the army is the only alternative. You cannot work and go to high school at the same time.

4. Make sure students are not made to feel inadequate in this discussion. Everyone makes assumptions, some of which are not valid. An assumption which is generally valid may not be so for a particular case. Assumptions which were valid at one time may no longer be so.

5. Review the directions for completing the Checking Your Goals form with the students. Discuss the Planning Factors with the students to make sure they understand each factor. Help students identify their planning needs and formulate questions to consider in career planning.

b. Complete the "Planning Factors" section of the diagram. This section contains 14 columns. Each column's heading corresponds to a **factor** you **need to consider** when **planning** ways to reach your goals. **Evaluate** each goal in relation to the factors listed in the following manner.

(1) If you **have considered** or feel **positive** about the planning factor, put a check (√) in the column blank. For example, let us suppose that one of your goals is to have an afghan hound. If this goal is chosen **freely,** your chart would look like this:

(2) If you **have not considered** or are **unsure** about the factor, leave the space in the column **blank.**

(3) If the planning factor does not apply to your goal, write **"N/A"** (not applicable) in the column blank.

	Planning Factors													
	Freely	Alternatives	Satisfied	Strengths	Weaknesses	Feel	Schooling	Courses	Ways	Finances	Obstacles	Information	Leisure	Useful
Goals	1	2	3	4	5	6	7	8	9	10	11	12	13	14
A I want to have ten years from now:														
1. afghan hound	√													
2.														

Use the following Planning Factors to help you complete the diagram.

Planning Factors	
1. **Freely**	I chose this goal **freely** without pressure from parents, teachers, or friends. I am aware of the effects of this action on those around me.
2. **Alternatives**	I chose this goal after carefully thinking about other possible choices or **alternatives.**
3. **Satisfied**	I am fully **satisfied** with this goal, although I know it may change as I change.
4. **Strengths**	I am aware of my **strengths** and how they affect this goal.
5. **Weaknesses**	I am aware of my **weaknesses** and how they affect this goal.
6. **Feel**	This goal makes me **feel** good about myself.
7. **Schooling**	I am aware of the amount of training or **schooling** I will need to reach this goal.
8. **Courses**	I am aware of the school **courses** that could help me reach this goal.
9. **Ways**	I am aware of other possible **ways** of reaching this goal.
10. **Finances**	I am aware of ways **finances** can be obtained to reach this goal.
11. **Obstacles**	I am aware of present problems or **obstacles** that must be overcome to reach this goal.
12. **Information**	I have sought **information** about this goal from books, people, and other media.
13. **Leisure**	I spend most of my **leisure** time doing things that will help me reach this goal.
14. **Useful**	Even if I change this goal, I know how the things I am doing this year will be **useful** in my career.

c. In Part 2 of the Checking Your Goals form, record the numbers of the columns you left blank. Do so for each of your goals. Review the definitions of the factors which correspond to these numbers. These are factors you still need information about — **your planning needs.** Use them as a basis to write questions you should consider in career planning. For example, let us suppose that one of your

6. The following comments contain suggestions for the discussion.
   a. The diagram indicates how to begin planning; whether goals are clarified; if educational development has been considered; if there are obstacles to be overcome; if alternatives have been considered; what the student has already done toward planning.
   b. If Columns 1, 2, or 3 are not checked, students may need to clarify their goals. Class discussion may suggest ways to explore possible alternatives and clarify goals to the students whose goals are not clarified.
   c. Columns 4, 5, and 6 deal with a student's self-knowledge. Unchecked (blank) columns indicate a student's need to meet individually with a concerned person who will help the student discover his or her strengths, cope with the weaknesses, develop a good self-image
   d. Students unaware of the education or training needed to reach their goals can consult the school's career information system.
   e. Column 9 refers to alternative routes to goals. Students should be able to identify more than one means of accomplishing any goal.
   f. Ask students to discuss how they plan to meet their financial needs and overcome obstacles they may have.
   g. Columns 12, 13, and 14, when checked, indicate that the student has given serious consideration to the choice of goals and has already taken the first steps in career planning.
   h. Students should be able to make a clear statement of their decision situation.

      A decision situation usually includes internal and external pressures. Some students may be thinking about their goals only because of the present program; others may have a deep interest in clarifying their present decision situation.

goals is to have an afghan hound. However, you left Column 10, **Finances,** blank. You might list this planning need in the following way.

"How can I get enough money to buy and feed the dog?" List the questions you need to consider in career planning in Part III of the Checking Your Goals form.

6. Discuss career planning with the class. The discussion may help you find answers to the questions you listed in Step 5.

   a. How does the Planning Factors diagram help you identify your **career planning needs**?

   b. What columns indicate whether your goals are clear? If these columns are **not** checked, what can you do to further clarify your goals?

   c. How are Columns 4, 5, and 6 related? What **needs** do these columns indicate if they are left blank? What could you do to meet these needs?

   d. Columns 7 and 8 indicate whether you are aware of the **education or training** you need to reach your goals. What can you do if you left these columns blank?

   e. To what does Column 9 refer? What can you do if you have not checked this column?

   f. Column 10 deals with the **financial needs** you may have to meet to reach goals. How do you plan to meet these needs? Column 11 refers to **problems** and **obstacles** you may have to overcome to reach goals. How do you plan to overcome some of your obstacles?

   g. What do checks in Columns 12, 13, and 14 tell you about your career planning? If you do not spend any leisure time pursuing a goal, have you **carefully** chosen this goal? Why, or why not?

   h. You have now examined your goals in terms of your **occupational preferences, assumptions,** and **planning needs.** Are your goals **clear?** Do you know what you want to **have,** to **do,** to **be** ten years from now?

activity B

You may want to ask students to discuss their motivation — whether or not this is a real and authentic decision situation for them.

Exploring Alternatives

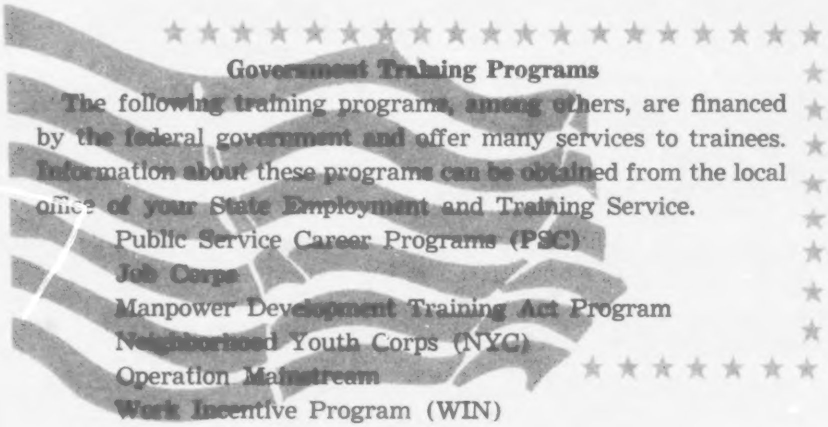
Activity B (45 minutes)

As students prepare to make specific plans, they need to be aware of the alternatives available to them.

The second step in the decision-making strategy is to **search for alternatives.** In this activity, you can look at some of the alternatives or options by which you can reach your career goals. What you **choose to do** and the **action you take** will have a major effect on your career.

1. Read and discuss the following descriptions. These descriptions present some of the options you might consider to reach your goals.

1. The discussion should help students examine critically their assumptions about the alternatives presented in the text.



Government Training Programs

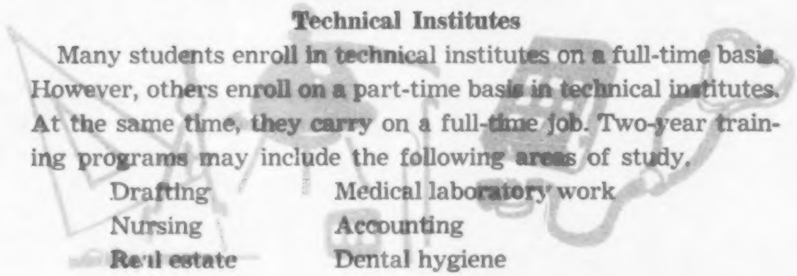
The following training programs, among others, are financed by the federal government and offer many services to trainees. Information about these programs can be obtained from the local office of your State Employment and Training Service.

Public Service Career Programs (PSC)
Job Corps
Manpower Development Training Act Program
Neighborhood Youth Corps (NYC)
Operation Mainstream
Work Incentive Program (WIN)

Two-year Colleges

Junior and community colleges meet the needs of many students through a variety of programs. University extension centers also offer these two-year programs. Students can transfer credits to a four-year college if they wish to continue their education. Usually, two-year colleges are less expensive than four-year colleges.

Technical Institutes



Many students enroll in technical institutes on a full-time basis. However, others enroll on a part-time basis in technical institutes. At the same time, they carry on a full-time job. Two-year training programs may include the following areas of study.

Drafting	Medical laboratory work
Nursing	Accounting
Real estate	Dental hygiene

Independent Study

Many people acquire new skills and increase their knowledge through independent study at home. Through work experience and self-study, they work their way up to better positions and higher pay.

Immediate Employment

Students old enough to leave school legally may stop their formal education and work full-time. Further education and training can be acquired through work experience. Most employers require a high school diploma. Federal and state laws forbid employers to hire persons under eighteen for many jobs involving dangerous machines.

Apprenticeship Programs

By federal law, these programs combine at least two years of work experience and 144 hours per year of related classroom instruction. Apprentices must be 16 years old. They work under a written agreement registered with the state apprenticeship council. The following list includes some of the occupations apprentices may learn in these programs.

- Bricklayers
- Carpenters
- Plumbers
- Pipe fitters
- Cement masons
- Cosmetologists
- Watchmakers
- Printers
- Upholsterers

Further information can be obtained from Apprenticeship Information Centers.

Colleges and Universities

Most professional occupations require a college degree. There are more than 3200 colleges and universities in the United States. Admission procedures differ from college to college. However, most colleges require 16 Carnegie Units. Public schools are less expensive than private schools. Students going to college out of state often pay a higher fee. Some colleges have work-study programs which combine campus study with terms of full-time employment. **Lovejoy's College Guide,** by Clarence E. Lovejoy, Simon & Schuster, New York, is a useful reference book for college bound students.

Correspondence Courses

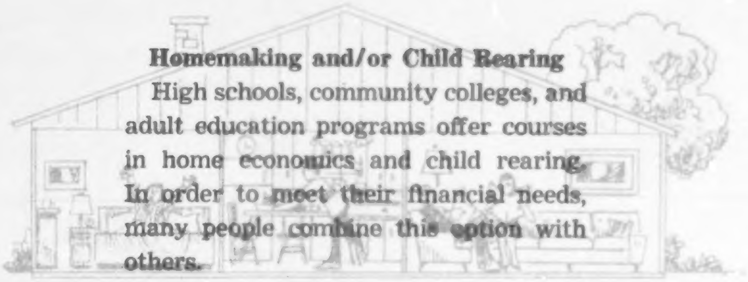
Home study courses teach such skills as photography, typing, drafting, bookkeeping, hotel training, and tailoring. If the course is taken in hopes of qualifying for a job, it is wise to check with the employer before enrolling. Schools offering the courses should be approved and accredited by the National Home Study Council.

Business, Industry, and Union: On-the-Job Training

These programs train workers in the skills needed by the company. Some programs are offered only to new employees who are paid a salary while being trained. Some companies offer training programs, usually free, to potential employees. Programs vary in time according to the course content. Many major corporations offer such programs.

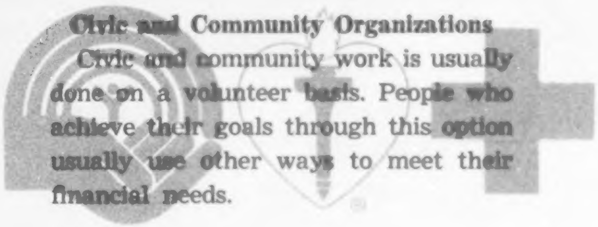
Military Service

Many people further their education and training through the military services. This training can be used in some civilian occupations. The United States Armed Forces Institute offers correspondence courses. The Institute helps servicemen and servicewomen obtain credit for their work. A person may use the training obtained in the military to enter occupations in civilian life.



Homemaking and/or Child Rearing

High schools, community colleges, and adult education programs offer courses in home economics and child rearing. In order to meet their financial needs, many people combine this option with others.



Civic and Community Organizations

Civic and community work is usually done on a volunteer basis. People who achieve their goals through this option usually use other ways to meet their financial needs.

2. For each of the general descriptions presented in Part 1, identify the **specific options available in your area.** For example, you can discuss the specific programs offered by the **technical institutes** in your area.

3. Form groups of three or four students. Discuss how the specific options in your area might apply to your goals. You may have considered other ways to reach your goals than those presented in the text. If so, share them with your group.

4. Turn to the Options form on page 40 of your Activity Booklet.

   a. In Column 1, list the specific options that might **apply** to your goals.

   b. In Column 2, put an "X" by each option whose **requirements** you could meet. To guide you, use the information you gathered about your competencies and credentials in Unit VII, Activity D.

2. Help students identify the specific options available in your geographical area.

3. You may wish to suggest additional alternate means to goals.

4. You may need to help students identify the requirements of the options they list in Column 1 of their Options form. If you do not know the specific requirements, help students identify how they can obtain this type of information.

5. In order to let the entire class benefit from all the groups' ideas, you might ask one student in each group to report the options the group identified.

c. In Column 3, put an "X" by each option you **plan to include** in your career. This is not a final selection. As you gain experience, you may find new options to consider.

d. With experience your options will become clearer. There may be options, for example, whose requirements you do not know. In Column 4, put an "X" by each option you want to **explore further.**

5. What can you do **now,** while in school, to help you meet your goals? Think in terms of the following general options.

- School courses.
- Activities outside the classroom.
- Activities within or for the home and family.
- Civic and community services.
- Part-time or summer jobs.

a. On a sheet of paper, list all the **specific** options you can think about.

b. Form into groups of three or four students. Share your list with the group. Add the group's suggestions to your list.

c. Underline the options you think could help you achieve your career goals. Describe to the group how these options relate to your goals.

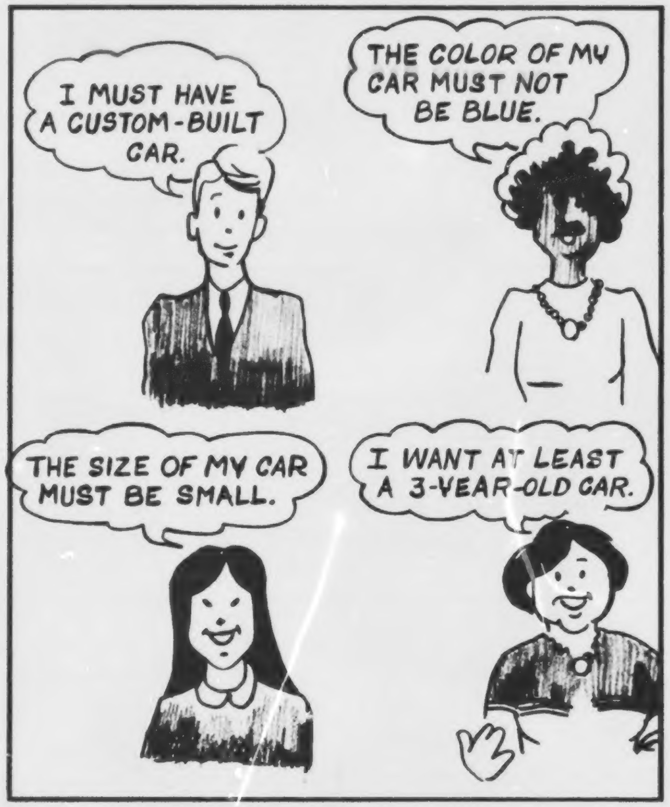
d. Circle the options you would be willing to **pursue.** Describe to the group the action you would take now to meet your goals.

activity C

Identifying the Criteria

In the previous activity, you listed options that might help you achieve your career goals. To evaluate these options, you need to identify what **standards** or **criteria** an option **must meet to satisfy you.** These standards or criteria will affect your decisions in career planning.

This activity can help you **identify and state your criteria:** the third step of the career decision-making strategy.


I MUST HAVE A CUSTOM-BUILT CAR.
THE COLOR OF MY CAR MUST NOT BE BLUE.
THE SIZE OF MY CAR MUST BE SMALL.
I WANT AT LEAST A 3-YEAR-OLD CAR.

People's criteria reflect people's values.

Activity C (50 minutes)

Review the definition of criteria with the students. Ask them to discuss the function of criteria in the decision-making strategy.

1. You may wish to refer students to Activities E, F, G, I, and J in Unit III and Activity F in Unit XI, as these activities relate to values clarification which is the basis of establishing criteria.

2. Make sure students understand why a criterion statement must be composed of a category, characteristic, and condition. These three elements make up a "framework" upon which students can build statements reflecting their values correctly and precisely. The three elements in the examples of criterion statements given in Part b are as follows:

1. Identify your standards or criteria, using the following sources of information.

   a. Your standards should reflect the important characteristics which helped you state your career goals. You listed these on the **"Important Characteristics"** form in Activity A. Review the information recorded on this form. What do the characteristics have in **common**? What **must be included** in your career? What **must be excluded** from your career? What **pattern** is formed? Use the following example as a guide to group your own important characteristics on a sheet of paper.

EXAMPLE

To be included	To be excluded
• School subject English	• Activities dealing with things and objects
• Activities involving creative thinking	• High eye-hand-foot coordination
• High verbal aptitude	

   b. Your standards or criteria should not only reflect your **work values but also your life values.** Review the Work Values Checklist you completed in Unit III, on page 13 of your Activity Booklet. You may also want to review the values you identified in Unit XIII, Activity G, "Examining Your Values." What work and life values **should** your career plan **include** to be satisfying? Add these values to your lists or groups of important traits.

2. Write your important characteristics or traits in the form of **criterion statements.** To write criterion statements which correctly and precisely reflect your values, follow these guidelines.

   a. Each of your criterion statements must be composed of three elements: a **category,** a **characteristic,** and a **condition.** For example, if you consider "cost" important in

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buying cars, you could write the following criterion statement.

"The car (category) must cost (characteristic) less than $1,000 (condition)."

The condition element helps you state clearly **what is acceptable** or **not acceptable** to you about a characteristic. If you consider "color" important about cars, you could write the following statement.

"The color (characteristic) of the car (category) must not be red (condition)."

If you consider "aptitude" important, you could write the following criterion statement.

"My job (category) must allow me to use high verbal (condition) aptitude (characteristic)."

b. Examine the following examples of criterion statements. Identify each criterion statement's **category, characteristic,** and **condition.**

- "My career activities must involve creative thinking."
- "My work and leisure activities must not deal with things and objects."
- "My career must allow me to express my interest in helping people."
- "I want to earn enough money to take care of my own needs."

What **values** do those statements reflect? Share and discuss your findings with the class.

c. Use the important characteristics you identified in Step 1 to write your own criterion statements. Remember, you will use these statements to evaluate the career options you identified in Activity B.

category characteristic
- "My career activities must involve
condition
creative thinking."

category characteristic
- "My work and leisure activities must
condition
not deal with things and objects."

category
- "My career must allow me to express
characteristic condition
my interest in helping people."

characteristic category
- "I want to earn enough money to
condition
take care of my own needs."

You may wish to give students other examples of criterion statements to make sure they are familiar with the three elements.

3. Students in each group are to review each other's statements to insure that each statement meets a criterion statement's requirements, accurately reflects the student's values, and is consistent with the student's goals.

3. Form groups of three or four students. Share and discuss your statements with the students in your group.

   a. Ask the students to identify the **category, characteristic,** and **condition** of each statement. Can the students identify your **values**?

   b. Review your criterion statements. Make any changes that are needed to reflect your values. Then, **rank order** them in order of importance. Label the most important "A," the next most important "B," and so on.

   c. Relate your criteria to your career goals. Do they help you **refine** your goals? Are your criteria **consistent** with your goals? Why, or why not?

activity D

Evaluating Alternatives and Deciding

Activity D (30 minutes)

The fourth step in the decision-making strategy is to **evaluate** the **alternatives (options)** and **make a decision.** In Activity B, you identified options for reaching your goals. Then, in Activity C, you stated your criteria. Now, you can evaluate your options against your criteria to find the best ways of reaching your goals.

1. For each of your career goals, evaluate your options against your criteria.
   a. Draw a chart, using the following Sample Chart as a guide.

1. The chart serves the same purpose as steps 2, 3, and 4, of the "Applying the Strategy" form, page 7 of the Activity Booklet. You may wish to review that exercise with students to assist them in completing this step.

Sample Chart

Goal Become a Veterinarian	**Criteria** **A** Work with animals	**B** Pay my own way through school	**C** Have time to play with musical group	**D**	**E**
1. Alternatives Borrow money to attend College year around			√		
2. Work part-time in a pet shop while attending College	√	√			
3. Attend college on a scholarship. To help qualify: study more, take course in animal husbandry	√	√			
4. Earn College money by working full-time first (any job)		√	√		

2. Help students look for any inconsistencies in their decision: the options selected need to relate to their criteria and career goals.

b. List your goal, options, and criteria in the spaces indicated on the chart. Make sure to list your criteria by order of importance: A, B, and so on.

c. For each criterion an option meets, put a check in the proper column. In the Sample Chart, option 1 meets criterion C. As a result, a check has been placed where they intersect. Your chart, when completed, will show you **which options best meet your criteria.**

d. Repeat the process for each of your career goals.

2. **Select** the options you intend at some time to **include** in your career. Then, form into groups of three or four students. Describe to the group the options you have decided to pursue. Use the following questions as a guide.

   a. Do your options **meet** your most important criteria? **If** not, why do you include them in your career plan?

   b. How will the options enable you to **reach your goals**?

activity E

Developing a Plan

Activity E (60 minutes)

The fifth step of the decision-making strategy is to **develop a plan of action** and **follow through.** You can develop a plan to achieve your career goals, using a **flow chart** and a **time line.** The chart will show what **options you have** and **what steps you need to take** to reach your goals. It will also show the **decisions** you will have to make. The time line will show **when** in time you expect to take the steps that lead to your goals.

THERE IS A LOT TO CONSIDER IN MAKING A CAREER PLAN THAT WILL WORK!

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1. Ask students to examine the Sample Flow Chart.

2. The following comments contain content cues and suggestions for the discussion of the Sample Flow Chart.
    a. Sophomore.
    b. The overall plan; specific courses; desire to make good grades; desire to work, but not at the expense of grades; inquiries about more than one college.
    c. Apply for alternative college choices until he or she is accepted.
    d. Occupations, marriage, maintaining a home, volunteer efforts, political activities, etc. The student at this point in career planning does not believe these other components are relevant to his or her career plan.
    e. The flow chart should indicate the major steps, options, and decisions to be considered and taken. These may include housing, finances, children, full- or part-time work while attending college, whether the spouse will also attend college, etc.
3. Caution students against trying to become too detailed in preparing their flow chart. They should chart only the major options, steps and decision points.

1. Examine the following Sample Flow Chart. One of this student's goals is to become a veterinarian. As a result, part of the student's career plan is to attend college.

2. Discuss the career plan shown in the Sample Flow Chart. Use the following questions as a guide.

    a. What year in high school do you think this student is? Why?

    b. How does the flow chart show that the student is getting ready for college?

    c. If the student is not accepted by the colleges first chosen, what does the student plan to do?

    d. What other components of career could have been included? Why do you think they were left out?

    e. Let us suppose marriage upon high school completion is one of the student's goals. How can this goal be included in the flow chart?

3. Make a flow chart showing your career plans for the **next ten years.** Use the following steps as a guide.

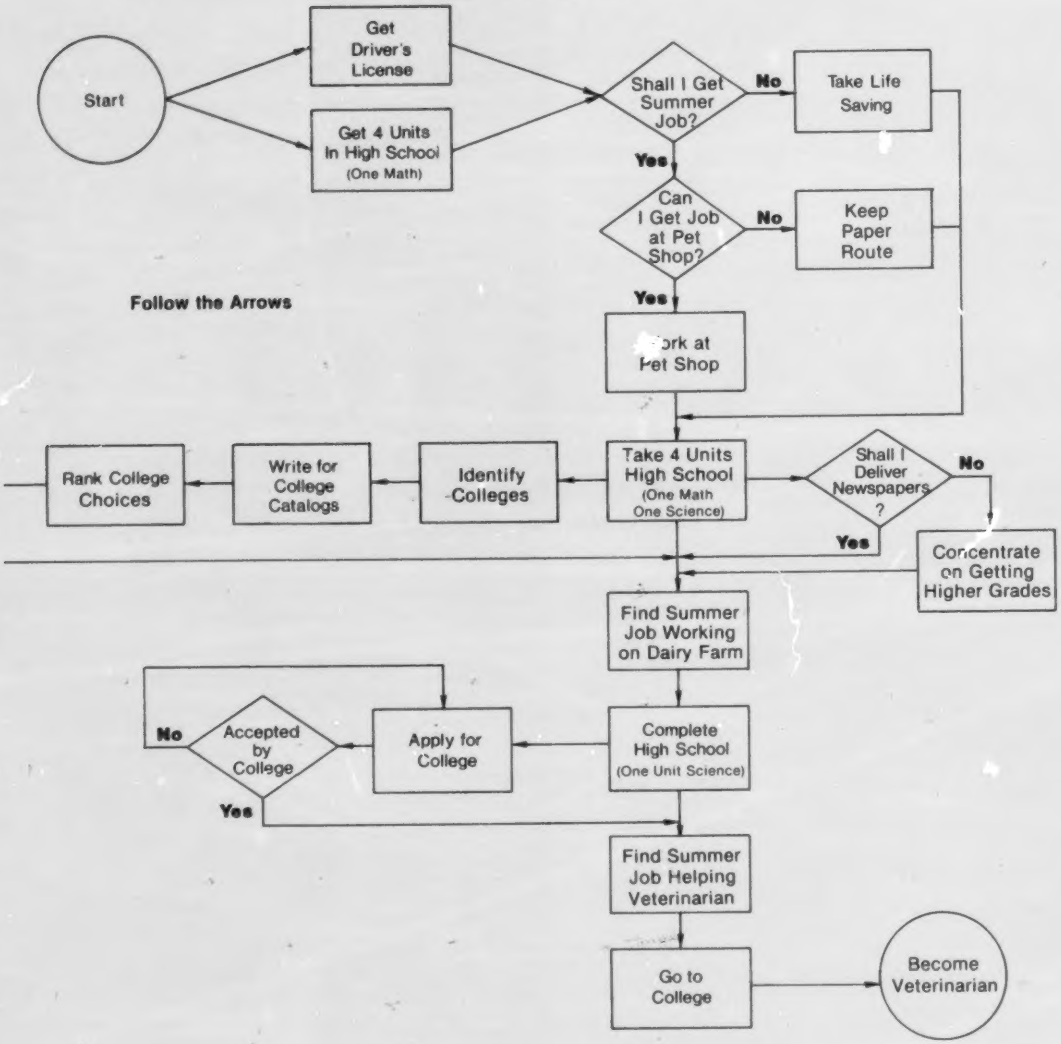
    a. Review the goals listed in your Checking Your Goals form, page 39 of your Activity Booklet. Identify **the three goals** you want to include in your career plan. At the top of a sheet of paper, write each goal as a heading to form three columns. Label each goal as Goal A, Goal B, and Goal C.

    b. For each goal, list the **options** you will use and the **steps** you will take to reach it. Also, state **when** you plan to use each option.

    c. Put a star beside each step which requires a **decision** that you cannot make now. You can include these steps in the flow chart as questions to be answered "yes" or "no."

Sample Flow Chart For Career Plan

Goals:
(1) Have spending money
(2) Be able to drive a car
(3) Become a veterinarian

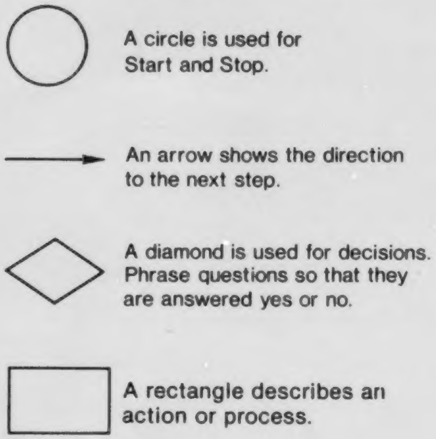

Start
Get Driver's License
Get 4 Units In High School (One Math)
Shall I Get Summer Job?
No
Take Life Saving
Yes
Can I Get Job at Pet Shop?
No
Keep Paper Route
Yes
Work at Pet Shop
Take 4 Units High School (One Math One Science)
Identify Colleges
Write for College Catalogs
Rank College Choices
Shall I Deliver Newspapers ?
No
Yes
Concentrate on Getting Higher Grades
Find Summer Job Working on Dairy Farm
Complete High School (One Unit Science)
Apply for College
Accepted by College
No
Yes
Find Summer Job Helping Veterinarian
Go to College
Become Veterinarian

Follow the Arrows

4. Help students project the time they will need to reach each goal.

d. Using as much paper as you need, construct a flow chart showing how you plan to reach your goals. Use the symbols shown in the illustration "Planning Symbols."

Planning Symbols



A circle is used for Start and Stop.

An arrow shows the direction to the next step.

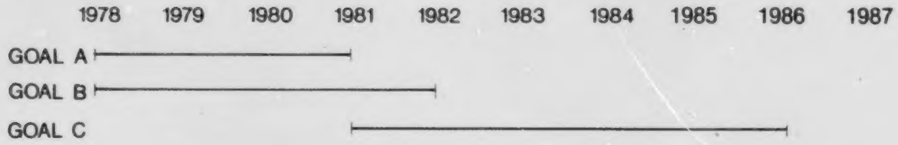
A diamond is used for decisions. Phrase questions so that they are answered yes or no.

A rectangle describes an action or process.

4. Make a time line to show when you expect to progress toward your goals. Follow these steps to complete your time line.

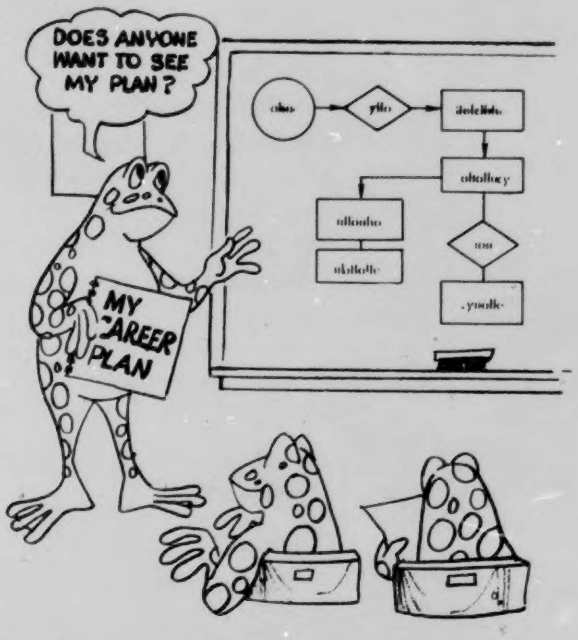
a. Examine the "Sample Time Line" in the illustration.

Sample Time Line



b. On a sheet of paper, draw a time line that shows when you expect to progress toward your goals and reach them. Use the dates you stated in Step 3 to guide you.

5. Discuss the following questions.
   a. As you made your flow chart and time line, did you think of new steps you could take? If so, what are they?
   b. What steps can you take **now** to put your plan into effect?
   c. How can information resulting from taking these steps help you with your plan?


DOES ANYONE WANT TO SEE MY PLAN?
MY CAREER PLAN

A good career plan can help you achieve your goals.

unit summary

In this unit, you applied the decision-making strategy to the information gained in Units I to XIII to make a career plan. You clarified your **goals** (step one). You examined possible **alternatives** to reach your goals (step two). You defined your **criteria** (step three). You evaluated your alternatives against your criteria. This enabled you to **decide** on the alternatives to be included in your career plan (step four). You outlined the **steps** you can take and the **decisions** you will face as you take **action** on your plan (step five).

The strategy you followed in this unit can help you take the next steps of your career. You can use it to map out general plans covering several years. You can also use it to select a topic for a term paper or project. It serves as a **model** for planning and decision-making throughout your life.

5. Help students see how action taken now can give them new information. It is critical that they see their plans as flexible and open to change.

unit summary

In this unit, students should have demonstrated the ability to formulate a career plan within the context of the decision-making strategy. They should have also understood that this plan is only one step in their career development. It should guide but not restrict them.

major competencies

As a result of the activities in Unit XV, the students should be able to do the following:

1. Clarify personal career plans (Activity A).
2. Clarify an occupational alternative (Activity B).
3. Use sources to locate job openings (Activity C).
4. Apply for jobs by telephone or letter (Activity D).
5. Prepare personal résumés (Activity E).
6. Be interviewed for a job (Activity F).
7. Reaffirm personal career plans in relation to personal values and projected change (Activities G, H).

Unit XV Readability

Unit XV has been tested for readability with the following results:

	Grade Level
Flesch	7.9
Farr-Jenkins-Patterson	8.3
Danielson-Bryan	6.7

equipment and materials

The following equipment and materials are needed for the activities of Unit XV:

Students will need:
Student text
 (for all activities)
* Activity Booklet
 (Activities B, F)
Scissors, magic markers, 8½" x 11" colored paper
 (Activity B)
Access to the school's career information system, including the **Worker Trait Group Guide**[1] or the **Dictionary of Occupational Titles** and Supplement,[2] and several copies of the **Occupational Outlook Handbook**[2]
 (Activities B, H)

* Please caution students **not** to tear out pages **except** where told to do so.

[1] Developed by the Appalachia Educational Laboratory, Charleston, W. Va. and published by McKnight Publishing Company, Bloomington, Ill.

[2] Published by the U. S. Department of Labor.

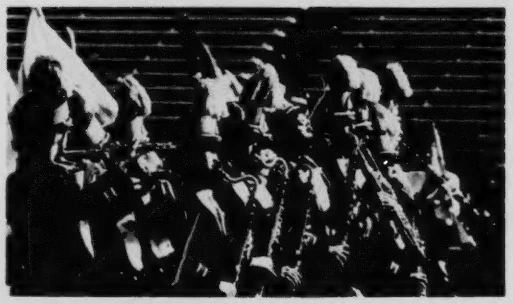
UNIT XV

Your Future

unit introduction

As you take steps to put your **career plan** into **effect,** you gain new experiences and information. As you **grow** and **change,** the **world** around you also changes. You must be able to **adapt** your career plans. This unit gives a chance to review your plans in the context of a **changing future.**

Most people's career plans include occupations. In this unit, you can closely examine the occupation which interests you **most.** The unit is also designed to help you develop **skills** in getting jobs related to this occupation.



There are many steps you can take to put your career plans into effect.

overview

WHAT	HOW
The **concepts** in this unit are:	The **activities** in this unit are:
1. The career decision-making cycle.	• reviewing your career plans.
2. Employment skills.	• creating an occupational brochure. • finding job openings. • applying for jobs by telephone and by letter. • writing a résumé. • completing a job application form and interviewing.
3. Your future.	• responding to quotations on work values. • projecting changes and ways to adapt to them.

WHY

The **goal** of this unit is to help you prepare for your future.

key terms

Interview – a formal meeting between an employer and an applicant. The employer determines whether the applicant is suited for the job. The applicant determines whether the work and work setting are satisfying.

Résumé – a short account of one's career, credentials, and competencies. The account is prepared by an applicant for a position.

look ahead

In Activity B, you will make a brochure describing the occupation which interests you most. You may know a worker employed in this occupation. If so, try to arrange an interview with this worker. You can include the information thus gained in your brochure.

You need to find "Help Wanted" ads from as many different newspapers as possible. These materials are to be shared with the class in Activity C.

Look for books or recent magazines and newspaper articles describing the future of society. Include articles on the outlook for occupations which are included in your career plans. You will need these materials for Activity H.

planning and preparation

1. The projected time allotments for the presentation of unit concepts are as follows:

Concept	Activities	Time
1	A	1½ periods
2	B, C, D, E, F	6 periods
3	G, H	1 period

TOTAL TIME: 8½ class periods.

2. You may wish to obtain Social Security forms to use in Activity E.
3. Plan to present Activity B over at least two class sessions. Students may want to interview a worker as a source of information for their occupational brochure.

unit introduction

Ask students to read and discuss the unit introduction.

overview

Ask students to examine the overview. Explain that it shows **what** they can do in Unit XV, **how** they can do it, and **why.**

key terms

It is important that the students understand these terms by the end of Unit XV.

look ahead

The great variety of job openings advertised in daily newspapers such as the **New York Times,** the **Washington Post,** the **Chicago Tribune,** the **St. Louis Post-Dispatch,** and the **Los Angeles Times** may help students who do not find openings related to their selected occupations in local newspapers. You may want to bring a few copies of these newspapers to class.

The librarian may be helpful in identifying books and articles on occupational outlook and the future of society.

Concept 1

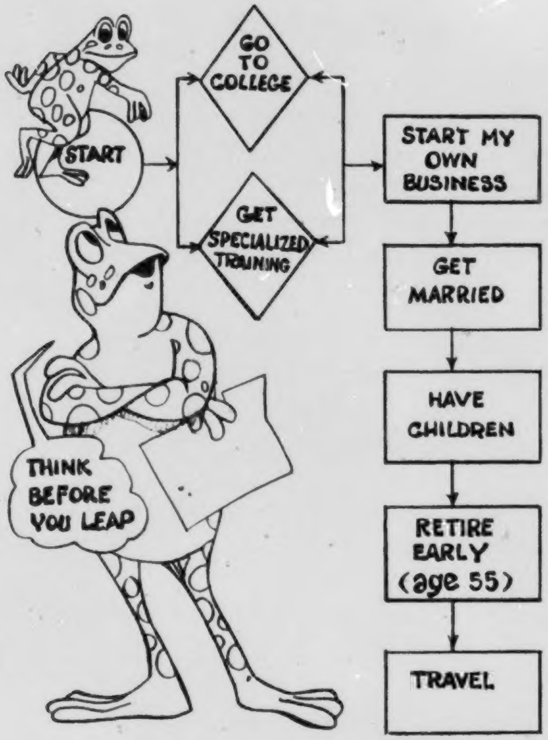
Concept 1

Ask students to read and discuss the concept introduction.

The Career Decision-Making Cycle

To achieve your goals, you will need to plan, decide, act, and review your plans in a continuous **cycle** throughout your career.

One way to **review** and **test** your career plans is to ask other people to examine them. Others may be able to **identify** possible **problems** and **ways** to **improve** your plans. The better these people know you, the better able they will be to help you.


START
GO TO COLLEGE
GET SPECIALIZED TRAINING
START MY OWN BUSINESS
GET MARRIED
HAVE CHILDREN
RETIRE EARLY (age 55)
TRAVEL
THINK BEFORE YOU LEAP

Others can help you evaluate your career plans.

activity A

Hiring a Consultant

Activity A (75 minutes)

In this activity, you can play the role of a **client** who has hired **consultants** — experts in career planning. These consultants are to examine the plan you developed in Unit XIV and suggest ways to improve it.

1. Review the career plan you prepared in Unit XIV. You will need to be able to describe your plan and career goals to the consultants.

2. Form groups of three of four students. The better the others in the group know you, the better able they will be to help you. When it is your turn to play the role of a client, the others in the group will play the roles of your consultants. Read the following role playing instructions.

CLIENT'S INSTRUCTIONS

- Tell the consultants about your **career goals.**
- Explain how you think your **values, interests,** and **abilities relate** to your career **goals.**
- Describe the **steps** you plan to follow to reach your goals. (Use your flow chart.)
- Discuss your **reasons** for choosing the alternatives outlined in your plans.
- Point out any aspects of your plan of which you are **not sure.**
- Answer the **questions** the consultants ask.
- Take **notes** on the suggestions your consultants offer.

1. Stress the importance of the consultant's role. Although students are not experts in career planning, the role of consultant will allow them to help their "clients" examine their career plans from a different point of view.
2. Make sure all students understand the procedure, then start the role playing activity. Each student should have 10 - 15 minutes as client. Circulate among the groups to encourage students to make the activity a constructive and helpful experience. You may want to make the client's role voluntary.

CONSULTANT'S INSTRUCTIONS

- **Listen** carefully and then **ask** questions.
- Get to know the **interests, values, abilities,** and **goals** of your **client.**
- Ask questions to be **sure** you understand your client's plans.
- Try to think of **options** your client may not have considered and suggest them.
- Help your client think about **factors** which might affect his or her plans.
- Point out **problems** your client may face. Explain why. If the client agrees that there may be a problem, suggest ways to **resolve** it.
- Be careful **not** to impose your own values on the client.

3. Ask students to discuss the experience.

3. When students have all played the client's role, discuss the experience with the class. Use the following questions as a guide.

   a. Was it **difficult** to **explain** your **plans** to others? Why, or why not?

   b. Was it **easy** to play the **consultant's role?** Why, or why not?

   c. Were you able to **avoid** imposing your values and ideas on your client?

   d. In which way did the consultants help you **most?** Explain your answer.

   e. Did the consultants identify any **weak** aspects of your plans? If so, what suggestions did they offer?

   f. What **new** ideas about your plans came out of the discussion?

   g. What will you do to **improve your plans?**

4. Review your career plans on the basis of the consultants' **reactions.** Use the notes you took on your consultants' **suggestions.** Make any changes to improve your plan on your **flow chart** and **time line.** If you are not sure about some changes, write the **options** you have on the flow chart.

5. Discuss your plans with your parents or some other adults who are close to you. Their reactions may give you new information to consider. Your goals should be consistent with your abilities and values. Your plans should account for ways to reach these goals. If they do not, others may help you see why and find ways to improve them.

Reviewing career plans is part of the continuous cycle of career decision-making. As **you** and your **opportunities change,** the process of planning and deciding should be repeated.

4. Any changes students make should be to increase the likelihood that their plans will help them achieve their goals.

5. Students should understand that they are **not** being asked to get permission to do what they want to do.

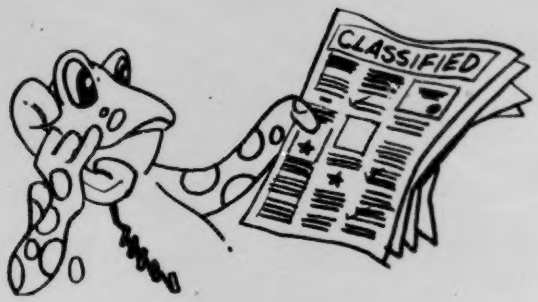
Concept 2

Concept 2

This concept can help students develop skills associated with getting a job.

Employment Skills

Career, for most people, includes getting a job or several jobs over the years. To get a job, there are certain steps most people take. These steps include **finding an opening, contacting the employer,** and **interviewing for the job.** The more skilled you are in these tasks, the more likely you are to get a job.



a. Locating a job.

applications

b. Filling out a job application.

c. Interviewing for the job.

activity B

Creating an Occupational Brochure

A close look at the occupation which interests you **most** can help you find job openings related to it. In this activity, you can make a **brochure** describing the occupation which interests you. This can give you a clear idea of the kind of jobs you are looking for.

1. If your career goals include a specific occupation, use it as the topic of your brochure. If not, turn to the Career Planning Chart on page 47 of your Activity Booklet. Review the occupations you listed in Column 7. Choose one of these occupations as the topic of your brochure.

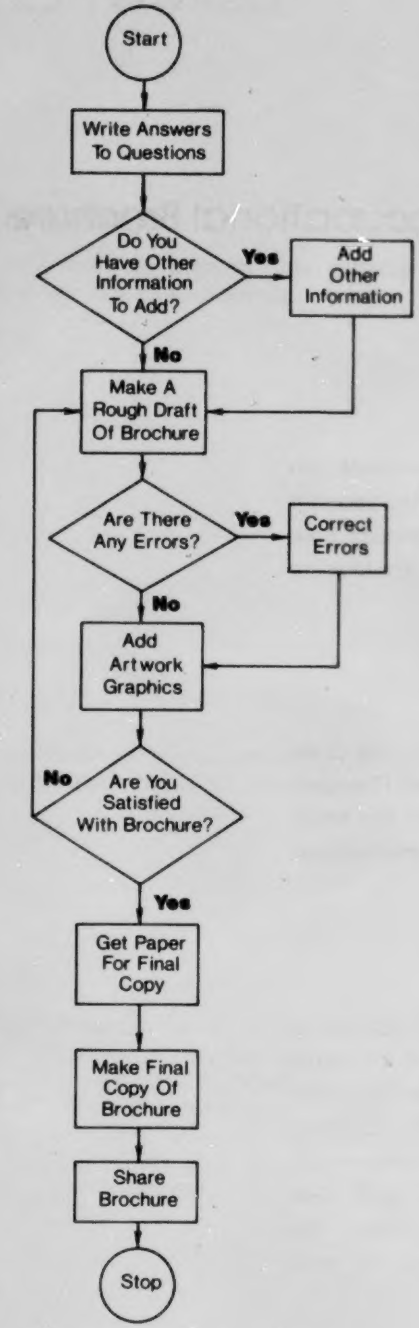
2. On sheets of paper, write the information you want to include in your brochure. Try to include the things a person exploring the occupation would want to know. Use your school's career information system as a source of information. If you know a person employed in your selected occupation, interview this worker. Plan to have the interview before the next class session. The following questions can help you collect the kind of information you may want to include in your brochure.

Activity B (100 minutes)

You will need to present this activity over at least two class sessions.

1. Ask students to select the occupations in which they are most interested.

2. Be sure students have access to the school's career information system for this part of the activity. Some students may be able to interview a worker employed in their selected occupation. Help these students plan the interview between class sessions.


Start
Write Answers To Questions
Do You Have Other Information To Add?
Yes
Add Other Information
No
Make A Rough Draft Of Brochure
Are There Any Errors?
Yes
Correct Errors
No
Add Artwork Graphics
No
Are You Satisfied With Brochure?
Yes
Get Paper For Final Copy
Make Final Copy Of Brochure
Share Brochure
Stop

a. What is the **title** of the **occupation?**

b. What are the most **appealing** aspects of this occupation to you?

c. What **benefits** does this occupation offer?

d. Can a qualified worker be **promoted** rapidly in this occupation?

e. What can a high school student do to **prepare** for this occupation?

f. What **credentials** does a person need to **enter** this occupation?

g. **How** can these **credentials** be **obtained?**

h. How **long** does it take to obtain the required credentials?

i. **Where** can they be obtained?

j. What **skills** are needed to perform well on the job?

k. What would be the **interests** of a person satisfied in this occupation?

l. What is the **salary** range?

m. What is the employment **outlook** for this occupation in the **future?** Why?

n. What **tasks** does a worker actually perform in this occupation?

o. What **areas** of the country offer the best employment outlook in this occupation?

p. Where can a person interested in this occupation find **further information?**

q. What might a person have to **give up** in order to pursue this occupation?

r. Is it **worth** it to a person to give up other things for this occupation? Why?

s. What is the **best advice** you can give a person interested in this occupation?

t. What kind of **lifestyle** can a person expect to have in this occupation?

u. What is it about this occupation that would make a person **happy?**

v. What is **unique** about this occupation?

w. What are some things that people **dislike** about this occupation?

x. Why do people **leave** this occupation?

Add any other information you wish to include.

3. On separate sheets of paper, write a **rough draft** of your brochure. Use the information you have gathered about the occupation.

4. Proofread your rough copy for errors. Ask someone else to check it, too.

5. Construct the brochure.

   a. Select a format. You may wish to use the examples shown in the "Sample Brochure Formats."

3. Ask students to prepare a rough draft of the brochure.

4. Before the final copy of the brochure is made, it should be proofread by the author and someone else. You may want to set up an Editing or Proofreading Committee to check spelling, grammar, etc.

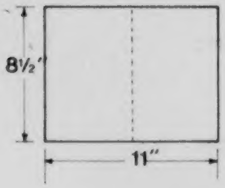
5. Ask students to construct their brochures. Distribute to students available art materials, such as colored paper, magic markers, colored pencils, etc.

Sample Brochure Formats

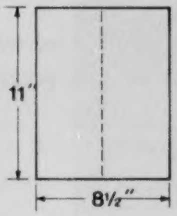
2 sheets of paper folded in half crosswise:

or

2 sheets of paper folded in half lengthwise:



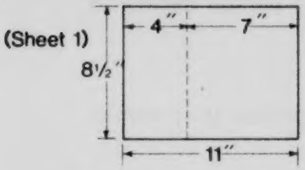
This will give you a title page and 7 other wide pages.

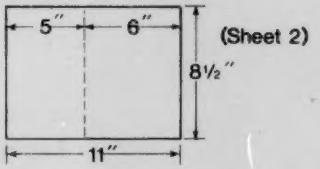


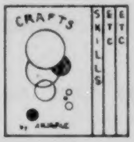
This will give you a title page and 7 other narrow pages.

or

2 sheets of paper folded to leave one inch for indexing at the bottom or at the side:



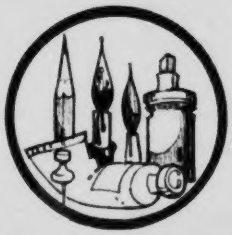


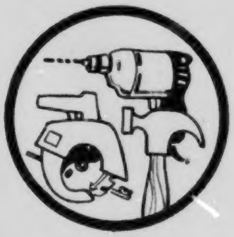


b. Write the information contained in your rough copy onto the colored paper. Use colored markers to make your brochure more attractive. Or, if you wish, type or have someone else type your brochure.

c. You may want to draw a logo or symbol to represent your occupation on the front cover of your brochure. You may wish to use the examples shown in "Sample Logos."

Sample Logos





6. Share your brochure with the class. Tell the students **why** you included what you did. Explain the meaning of any artwork.

look ahead

Bring the "Help Wanted" classified ads you have collected to the next class session.

6. The organization, format, artwork, information, and individuality of each brochure reflect the student who made it. Comment on these aspects to give each student positive reinforcement.

look ahead

Bring the "Employment" sections of the newspapers you have collected to the next class session. You may also want to bring a few copies of trade publications. Students will also need to use telephone directories in Activity C.

activity C

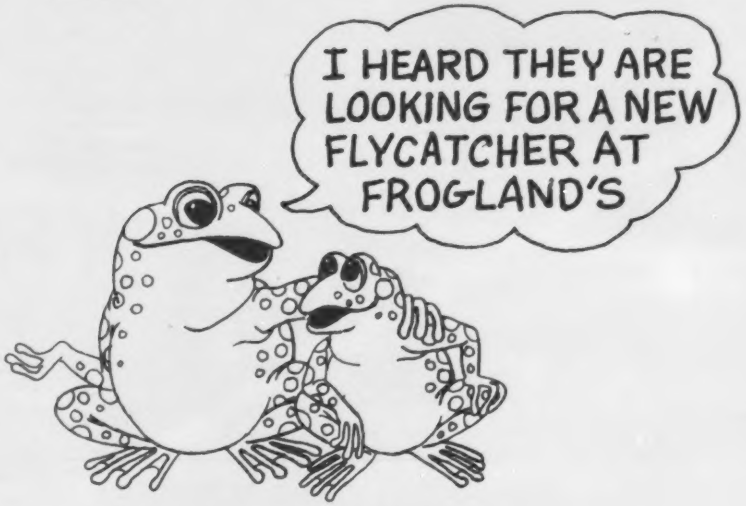
Activity C (50 minutes)

1. Discuss the varying sources of information on job openings. Circulate the newspapers and trade publications you brought to class among the students.

Finding Job Openings

This activity can help you locate job openings related to the kind of work you want to do.

1. Read and discuss the following sources of information on job openings.


I HEARD THEY ARE LOOKING FOR A NEW FLYCATCHER AT FROGLAND'S

You can find job openings on an informal basis, through classified advertising, placement services, and employment agencies.

INFORMAL BASIS

A great many job openings are never formally publicized. Rather, people find out about them on an **informal basis.** Someone who knows of an opening tells others. A person who wants a job also tells others. As a result, by word of mouth, the person seeking a job may find the one who is offering it. This can be an effective way to find a job **only** if you happen to know the right people.

CLASSIFIED ADVERTISING

Most newspapers have an "Employment" or "Help Wanted" section which lists locally available jobs. Newspapers such as the **New York Times,** the **Chicago Tribune,** or the **Los Angeles Times** advertise a great variety of job openings. Trade publications may also advertise job openings in their classified ads section.

PLACEMENT SERVICES

Your school counseling office may list work for students or new graduates. Colleges usually offer placement services which list jobs from all over the country.

EMPLOYMENT AGENCIES

The State Employment Service office in your area keeps a list of current job openings. The office has a staff of counselors who can help you find the kind of work you want. These counselors help you get in contact with the employer. Private employment agencies are another source. These agencies, however, generally charge a fee if you get a job through them.

2. List the **specific** sources of job openings available in your area. If possible, include addresses and telephone numbers so that others can use the sources easily. Share your list with the class. Discuss and evaluate each source. What are the advantages and disadvantages of each? Which sources would be the most effective for you? Why? Can you think of other ways to find job openings?

3. "Help Wanted" ads can be a good source of finding jobs. However, most "Help Wanted" ads are written in a shortened form of English. To use this source of job openings, you must be able to understand the abbreviations used in "Help Wanted" ads.

2. Ask students to use the telephone directories you brought to class to look up names, addresses, and telephone numbers. List on the chalkboard the specific sources students have identified. Students may not have considered that the self-employed create their own jobs. Encourage students to discuss and evaluate each specific source.
3. Help students understand the abbreviations used in the "Help Wanted" ads and visualize the kind of jobs advertised. Students may need to further develop their skills in reading "Help Wanted" ads by practicing on the jobs advertised in the newspapers and trade publications you brought in.

a. Examine the following "Help Wanted" ads. Refer to the definitions of common abbreviations listed on page 391 of your text to fully understand the ads.

HELP WANTED

SALES. Real Estate. Licensed Salesperson. Neat Appearance. Apt. Rentals. Large Complexes. Per Diem & good commission. Free to travel. – Phone 4-8-249-2467.

DRIVER Class 1. Must know local bay area. $3 hr. to start. Mr. Bishop 873-1093.

BOAT Maintenance and Outfitting for Marine Yacht Dealer. Must be experienced all phases of yacht work. Full time, year-round position. Short resume to P. O. Box 1305, Sauselito.

SALES - TELEPHONE – Sell office supplies. Top comm. sched. No Returns. Exp. or strong voice. Call Mr. Peterson 485-1488, 665-331.

GUARDS. Security. San Bruno area, full & p/time. 1-45 Bondable. $4.20/hour. 533-1107

HELP WANTED

GUARDS. San Francisco. Must be 21. 342-7751.

HAIRDRESSER. Exprd. blow styling. Salary + comm. 1st class Burlingame shop. Please call 348-8833.

COLLECTION Clerk exp. not nec. p/t 20-25 hrs/wk. hrly. wage. Mellow working atmosphere. Call Mike Sal, 363-6668.

CLERK Typist. No exp. necessary. Type 50 WPM. For appt. 421-2923. National American Insurance Co. M/F Equal Opportunity Employer.

GIRL FRI. Fast So. S. F. mfg. Bkpg. a/r - a/p. order desk. 5 day/wk. 8 - 4:30. 781-2362

GIRL FRIDAY Receptionist. Lite typing customer contact. Call Jill at 892-5000

TRUCK DRIVER. Call 123-4567 for details.

b. In your own words, describe the jobs advertised in the "Help Wanted" ads you have examined. Discuss the abbreviations and the references to workers' benefits, commissions, and the like.

4. Help students form groups with similar occupational interests. Make sure each group has access to the materials you brought to class.

4. Students in the class may have created brochures on occupations which interest you. Form groups of three or four students who have similar interests in occupations.

COMMON ABBREVIATIONS

adve.	— advancement
appt.	— appointment
apt.	— apartment
a/r - a/p.	— accounts receivable/ accounts payable
bens.	— benefits
bkpg.	— bookkeeping
comm.	— commission
exp.	— experience
expd., exprd.	— experienced
gd.	— good
grad.	— graduate
hr.	— hour
hrly.	— hourly
hrs./wk	— hours per week
HSG	— high school graduate
ins.	— insurance
lite	— light
mfg.	— manufacturing
mo.	— month
M/F	— male or female
nec.	— necessary
oppty.	— opportunity
per diem.	— expense allotment for each day
p/t	— part-time
sal.	— salary
sch.	— school
sched.	— schedule
wk.	— week
wpm.	— words per minute
yng.	— young
yr.	— year

a. Share your brochure with the students in your group. Review each of the group's brochures. The brochures' information can help you select job openings related to the occupations which interest you most.

b. Look through the "Help Wanted" ads of the local newspapers you brought to class. Also, look through the "Employment" sections of the **New York Times,** the **Chicago Tribune,** or similar newspapers. The available trade publications may relate to the group's selected occupations. If so, look through the job openings advertised in these publications.

c. Select job openings related to the kind of work you want to do. You may select temporary or part-time jobs to hold while you complete high school. You may also select the kind of job you eventually want to have.

5. This step is designed to give students actual experience in finding job openings outside class.

d. Discuss and evaluate with your group the job openings you have selected. Is the job really related to your occupational interests? Can the job help you gain experience in the occupation which interest you most? Can it help you achieve your career goals?

e. Write a short description of the jobs which would help you in your career.

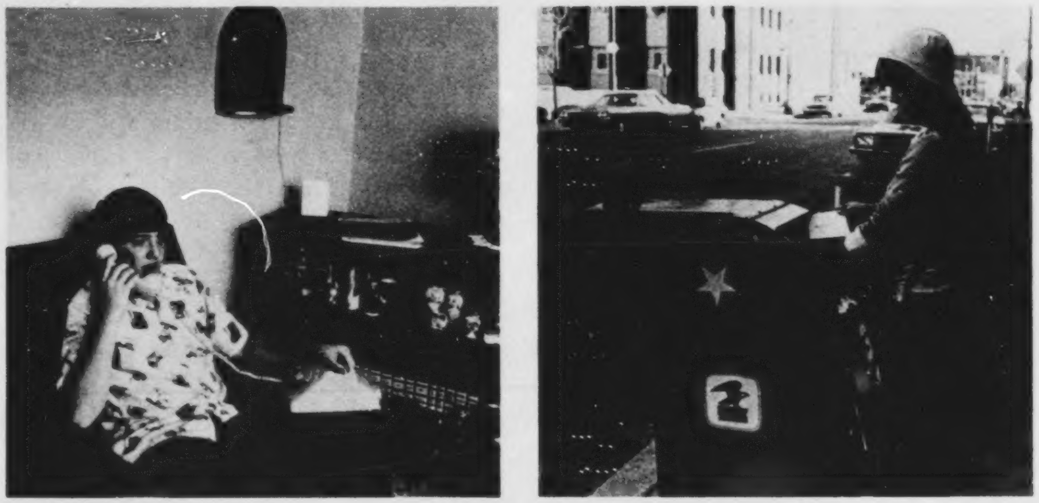
5. "Help Wanted" ads are only one source of information on job openings. You may want to use the **specific sources** the class listed in Step 2 to find other job openings. Bring a short description of the job openings you find to the **next** class session.

activity D

Contacting the Employer

Activity D (50 minutes)

You need to inform the employer of your interest in the job opening. This is generally done by **telephone** or **letter.**



You can contact the employer by telephone or letter.

1. Identify the **general rules** applicants need to follow when they inquire about a job over the telephone. Use the following questions as a guide.

1. Help students establish general rules to follow when they inquire about a job over the telephone. Information such as pay, hours, type of work, and location can be asked. If the job is interesting, a person should try to set up an appointment or ask whether a résumé can be sent.

2. Ask two volunteers to role play a telephone call for the whole class as a demonstration. Seat them back to back, so they cannot rely on visual cues. Then lead a discussion on the strengths and weaknesses of the mock telephone job inquiry.

a. Should you have **paper** and **pencil** ready? Why, or why not?

b. Should your **voice** be soft or loud? Explain your answer.

c. Could you use **slang** or **nonstandard English** during such an inquiry? Why, or why not?

d. Whom should you **ask** for? Should you **introduce** yourself? Why, or why not?

e. What **questions** would you ask to find out more about the job?

f. What kinds of **questions** could the **employer** ask you? How should you **answer** them?

g. If the job interests you, what should you do?

2. Pair with another student to role play a telephone conversation. Then join another pair to form a group of four students. While one pair of students role plays, the other pair in the group will observe them. Read the following role playing instructions.

APPLICANT'S INSTRUCTIONS

- Express your interest in the job opening to the employer.
- Try to find out more about the job.
- Briefly indicate your qualifications.
- Arrange for a job interview.

EMPLOYER'S INSTRUCTIONS

- Briefly give the applicant more information about the job.
- Ask a few questions to check whether the applicant is qualified for the job.
- Use this first contact to "screen" the applicant. If the applicant seems suited for the job, arrange for an interview.

a. Select one of the job descriptions you wrote in Activity C. You will inquire about this job when you play the applicant's role. Share the job description with the students in your group. Your partner will play the employer's role. The other two students will observe the role play.

b. Sit back to back with your partner and role play the conversation. After the role play, tell your observers what you think went well and what went poorly. Then ask the observers to evaluate your telephone job inquiry. What was good about it? How can it be improved? Trade roles until all four members of your group have played the applicant's role and received comments from the observers.

c. Discuss the experience with the class. Review the list of general rules you first developed. Were they helpful? How would you change them? Would these rules be helpful if you were to visit the employer instead? Assume you are going to the employer's office to inquire about a job and pick up an applicant's form. How would you handle this situation? What other general rules would be helpful?

3. Another way to contact the employer is by **letter.** In fact, some "Help Wanted" ads only list an address or a blind newspaper box number. Your goal in the letter is the same as in the telephone call. You want to let the employer know about your **interest in the position** and your **qualifications.** Your letter should also include a **request** for an **interview.**

a. Examine the following "Help Wanted" ad and the sample letter written in response to it.

GRAMMARIAN needed as part-time proofreader. Knowledge of English, reference material essential. Exp. helpful. Write to: Box H. 324 c/o Plainsville Daily News.

a. Stress the importance of the observer's role. They are to check whether the role players observe the general rules listed in Step 1.

b. Make sure each student has a chance to role play the telephone job inquiry. The observers' comments should be geared toward constructive criticism.

c. If an applicant goes to the employer's office to inquire about a job, an additional guideline on personal appearance could be added to the general rules.

3. Go over the basic principles students should follow to write letters of application. Letters should include:
- brief and specific statements of application.
- how the applicant learned about the job opening.
- brief description of qualifications.
- request for an interview.
- address and phone number where applicant can be reached.

The principles of clarity and grammar relevant to all business letters should be stressed.

SAMPLE LETTER OF APPLICATION

1. **Establish a point of contact with employer:** State how you know about the vacancy — advertisement, agency, third person, or an unsolicited letter of application. State the job you are applying for.

502 Middlefield Road
Plainsville, RI 95112
June 29, 1978

2. **Arouse the employer's interest:** State your education, training, experience, and qualifications.

Manager
Box H-324
c/o Plainsville Daily News
816 Virginia Avenue
Plainsville, RI 95112

① I am writing in response to your ad for a grammarian which appeared in the Gazette on June 28th. I would like to apply for the position.

② I have worked in a publisher's office during the past three summers. I graduated with a 3.5 grade point average from Kanawha Junior College. I am well-grounded in English and my editorial skills are excellent.

③ I have enclosed my résumé and would be pleased to give you any further information you may request. May I have an interview at your convenience? ④

Thank you for your consideration.

Sincerely yours,

Jane Smith

Enclosure

3. **Convince the employer:** State why you think you can do the job.

4. **Gain an interview with the employer:** Request an interview. Your enclosed résumé will give the employer further details about you and references.

b. Use the framed comments on the Sample Letter of Application to discuss what a **good** letter **should** and **should not** include. Have a student write the qualities of a good letter on the chalkboard, as the class lists them.

c. Select one of the job descriptions you wrote in Activity C. You may wish to use the same job description as in the telephone role play. Write a letter of application for the job opening you have selected. Use the Sample Letter of Application and the list on the chalkboard to guide you.

d. Trade letters with another student. Review the other student's letter. Focus on how the letter could be improved, not simply on what is wrong with it. Explain your suggestions to the student who wrote the letter.

activity E

Activity E (50 minutes)

Ask students to read and discuss the activity introduction.

1. Review the information included in the chart with the students.

   If you were able to obtain Social Security forms, give those forms to the students who need a Social Security number. These forms are to be completed outside of class.

   You may wish to mention that the Social Security number has many other uses: identification on driver's licenses in some states or state and federal income tax, for example.

Writing a Résumé

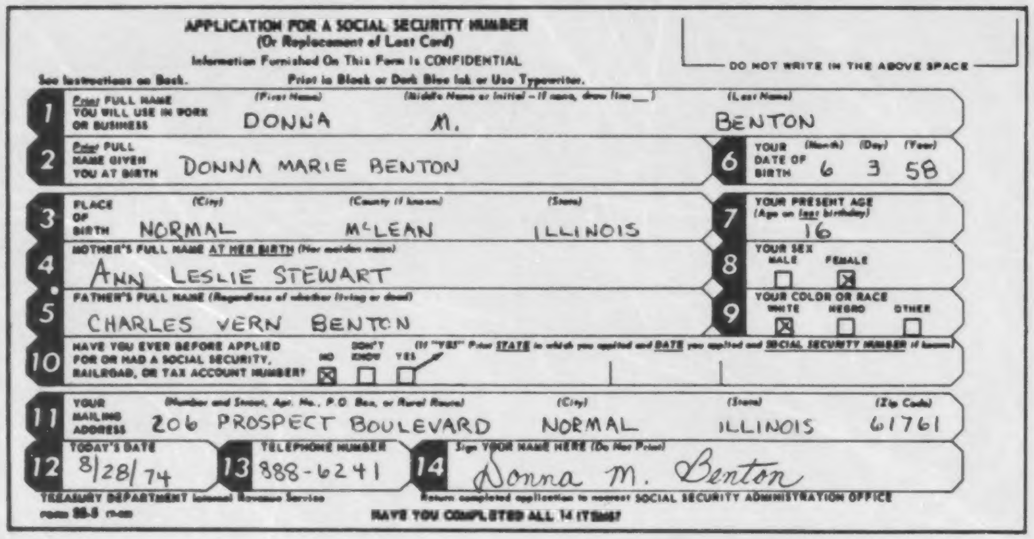
Once you have contacted an employer, you must convince him or her of your qualifications. To do this, it is helpful to develop a **resume.** The word résumé is French and means "summary." A résumé is a **summary** of one's **credentials** and **competencies.** Once you have written your résumé, you can use it in two ways. You can send it with your letter of application. You can also bring it to an interview. Your résumé lets the employer learn quite a lot about you in much less time than it would take to ask you.

1. There are many different styles of résumés. However, most include the following basic categories of information.

BASIC RÉSUMÉ CATEGORIES

Personal Data	Name, address, Social Security number, phone numbers. Such information as age, sex, health, marital status, and number of dependents is often included, but is not required.
Education	Names of schools attended, years of attendance, areas of study, degree or diploma received.
Employment	Dates of employment, position title, brief description of duties, supervisor's name.
Honors and Awards	Offices held, scholarships, certificates.

The Personal Data category includes a **Social Security number.** To work, you **must** have such a number. You can obtain this number from the Social Security office nearest you. The office's address is listed in the telephone book under "U. S. Government, Dept. of Health, Education and Welfare." You will need to complete a form similar to the following illustration.



APPLICATION FOR A SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)
Information Furnished On This Form Is CONFIDENTIAL
See Instructions on Back.
Print in Black or Dark Blue Ink or Use Typewriter.
DO NOT WRITE IN THE ABOVE SPACE

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) DONNA (Middle Name or Initial – If none, draw line ___) M. (Last Name) BENTON
2 Print FULL NAME GIVEN YOU AT BIRTH DONNA MARIE BENTON
3 PLACE OF BIRTH (City) NORMAL (County if known) McLEAN (State) ILLINOIS
4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name) ANN LESLIE STEWART
5 FATHER'S FULL NAME (Regardless of whether living or dead) CHARLES VERN BENTON
6 YOUR DATE OF BIRTH (Month) 6 (Day) 3 (Year) 58
7 YOUR PRESENT AGE (Age on last birthday) 16
8 YOUR SEX MALE ☐ FEMALE ☒
9 YOUR COLOR OR RACE WHITE ☒ NEGRO ☐ OTHER ☐
10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☒ DON'T KNOW ☐ YES ☐ (If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)
11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) 206 PROSPECT BOULEVARD (City) NORMAL (State) ILLINOIS (Zip Code) 61761
12 TODAY'S DATE 8/28/74
13 TELEPHONE NUMBER 888-6241
14 Sign YOUR NAME HERE (Do Not Print) Donna M. Benton

TREASURY DEPARTMENT Internal Revenue Service
FORM SS-5
Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE
HAVE YOU COMPLETED ALL 14 ITEMS?

Social Security is a tax on your income that is paid to the U. S. Government. For each dollar you earn, the government receives about ten cents. You pay five cents and the employer pays five cents. This money is normally withheld from your paycheck. The goal of Social Security is to provide money to people over 65. The money withheld **today** from your paycheck will help provide financial benefits in your old age.

2. Depending on the kind of job you are seeking, you can include other types of information. People in such fields as education, social science, and literature may add the category "Publications." Many people include the category "Professional Objectives" to describe the kind of work for which they are looking.

2. Discuss some of the variations in styles of résumés. Many business English textbooks have good examples. Point out that different kinds of work will require different styles of résumés. For example, an artist's portfolio is quite different from an engineer's résumé.

3. Help students choose the style of résumé which best meets their needs. Stress the importance of correct spelling.

You may develop one résumé and use it in applying for a variety of jobs. You may also write a new résumé at each time you apply for a job. This allows you to stress the competencies and credentials which help you qualify most for each specific job.

3. Develop a résumé which can best meet your needs. You may want to write a general résumé which can be used for different jobs. You may also write a specific résumé for one of the job openings you found in Activity C. The following Sample Résumé is only one style of résumé.

RÉSUMÉ

Jane E. Smith

ADDRESS, TELEPHONE, SOCIAL SECURITY NO.:	PERSONAL DATA:
502 Middlefield Road Plainsville, RI 95112 304/223-4456 560-50-8708	single 18 years old female excellent health

EDUCATION:

1971-1975	Lincoln High School 623 1st Street Plainsville, RI 95112	G.P.A. 2.8
1975-1977	Kanawha Junior College 2010 Larkin Avenue Poca, RI 9422	G.P.A. 3.5

SAMPLE

HONORS AND AWARDS:

1972	Secretary of the Drama Club
1973	Honorable Mention in the Local Science Fair
1974	Lincoln High School English Scholarship

EMPLOYMENT:		SUPERVISOR:
Summer 1972	Proofreader Assistant Professional Publishing Company	Ms. Alice Yeager 1234 Regal Street Pinch, RI 94200
Summer 1973	Proofreader Professional Publishing Company	Mr. Tom Bryson 1234 Regal Street Pinch, RI 94200
Summer 1974	Junior copy editor Professional Publishing Company	Ms. Louise Norton 545 Tracey Avenue Pinch, RI 94200

4. Review and discuss the different styles of résumés developed by the class. Share your résumé with others so they can examine it. Use the following questions as a discussion guide.
   a. Should a résumé be **clean** and **neat?** Why?
   b. How **long** should a résumé be? Explain your answer.
   c. What are the **advantages** and **disadvantages** of stating professional **goals** on a résumé?
   d. What are the advantages of using the **same** résumé for different jobs?
   e. What are the advantages of writing a **new** résumé for **each** job?
   f. What is the main **goal** of a résumé?
5. Revise your résumé on the basis of what you learned from the class discussion. If you want to use it, get good typed copies made.

4. Résumés should include the basic categories of information; be clean, neat, grammatically correct, and brief (generally one page). Résumés should present the applicant in the best possible light and make a positive impression on the employer.

5. Students who are good typists may volunteer to help others.

activity F

Activity F (50 minutes)

If video tape equipment is available in your school, you might want to tape the interviews so that each student can see how he or she appeared to the "employer."

1. Some students may need help in completing their Job Application Form.

Interviewing

The interview is often the most important step in getting a job. It is often the best way for you to find out whether the job meets your needs. It also helps the employer determine how well you can perform on the job.

The employer's goal during the interview is to find out how well you can perform on the job.

1. Before an interview, you will probably need to fill out an application form. Fill out the Job Application Form on page 41 of your Activity Booklet. Do so in response to one of the job descriptions you wrote in Activity C. You may have used the same job opening description for the mock telephone inquiry and your résumé. If so, also use it to fill out your Job Application Form and role play the interview.

2. Discuss what you **should** and **should not** do during a job interview. You may volunteer to list the "Do's" and "Don'ts" brought up during the discussion on the chalkboard.

3. Form groups of **three** students to role play the job interview. In each group, one student will play the **applicant's role,** another the **employer's role,** and the third the **observer's role.** Change roles until everyone has been the applicant. Read the following role playing instructions.

APPLICANT'S ROLE

Bring your **job description,** completed **application form,** and your **resúmé** to the interview. Allow the employer time to read and review them. Your goal in the interview is to find out as much as possible about the job. You also need to know how the job relates to **your values and goals.** Also, you want the employer to see that you are a **qualified** and **desirable** candidate.

EMPLOYER'S ROLE

Read the applicant's **job description** carefully. You will need to imagine details about the job and your company to make the situation more **real.** Review the applicant's **application form** and **resúmé.** You want to find out if the applicant will make a good employee. **Why** does the applicant want the job? What are the applicant's **career goals?** How **long** does he or she plan to work in this job? Will the applicant work **overtime?** Is he or she **responsible** and **punctual?**

OBSERVER'S ROLE

Watch the interview **carefully.** Think of **ways** to **improve** the interview. You will be able to express your suggestions during the discussion after the role play. Take **notes** on main points of the discussion.

2. Ask a student to list the "Do's" and "Don'ts" brought up during the discussion on the chalkboard. The discussion following the mock interviews will add to the ideas generated here.
3. Try to make the situation as real as possible by setting the stage with an employer's desk, waiting room with receptionist, and other properties.

   Before the groups start to role play, you may want to ask two volunteers who are comfortable with this type of activity and with the same occupational interests to demonstrate a mock job interview for the class.

   Students in each group will need a few minutes to get ready for each role play. You may wish to work with the "employers" to help them understand what to do in this role.

   Circulate among the groups to make sure students discuss and evaluate each role play. You may want to ask the observer to take notes on the discussion.

   Allow no more than 10 minutes for each role play in each group.

4. Expand the list of "Do's" and "Don'ts" you started in Step 2 on the chalkboard. Also, list the topics which should be covered in an interview, e.g., duties, hours, salary, benefits.
5. Be sure students who apply for the jobs they located are aware of the commitments required.

After **each** role play, discuss the interview from each point of view. Use the following questions as a guide.

a. **Employer's point of view.** What impression did you get from the applicant's application form and résumé? What did you like about the applicant? What did you dislike? Do you have enough information to decide whether to hire or not to hire the applicant? How could the interview be improved?

b. **Applicant's point of view.** Did you find out what you wanted to know about the job? Did you tell the employer what you wanted him or her to know? Would you accept or refuse the job if it were offered? How could the interview be improved?

c. **Observer's point of view.** What was your impression of the applicant? Was the applicant shy, too confident, boastful, or poised? How well did the applicant communicate with words and gestures? Did the employer and applicant get enough information from each other? What other questions should have been asked? Can they make a valid decision? Why, or why not?

4. Discuss the mock interview experience with the class. Use the observers' notes to complete the list of the "Do's" and "Don'ts" of a job interview on the chalkboard.

5. One of the job openings you selected in Activity C may be a local one. If so, you may wish to actually apply for this job. Call or send a corrected letter of application to the employer. If you sent a letter, include your résumé. If you interview for the job, bring the résumé with you. Report to the class on your experience.

Concept 3

Your Future

The preceding activities focused on **how** to get a job. However, **why** you get a job is at least as important as **how.** Different people have very different feelings about the **place** of jobs in their lives. Do your career plans really reflect the **values, standard of living, lifestyle, and future** you want? As society changes, the nature of work itself changes. Can you **adapt** your career plans to the social, technological, and economic changes expected in the future?

In the following activities, you can examine and think about the way **you** and **others view work.** You can also examine your career plans in a **social, economic,** and **technological context.**

WHAT DO YOU THINK ABOUT THE CURRENT SITUATION ?
RIBIT

Talking with other people and keeping up on current events will help you adapt your own plans.

Concept 3

The activities related to this concept are meant to provide the students with a social, economic, technological, and philosophical context in which to examine their career plans.

activity G

Activity G (25 minutes)

The quotations are not meant to be treated as fact or principle. Discussion may center around a quotation, the entire article, or the students' ideas about working. Encourage different viewpoints, but preserve an atmosphere of respect for all values.

1. The following questions may be used to motivate discussion of the quotations.
   a. Does the amount of money you make influence your feelings toward the worth of your work? Why, or why not?
   b. How many jobs do you expect to have in your lifetime? Will a record of a series of different jobs affect your chances for getting a more permanent job?

Working Loose

The following quotations are taken from the notebook of David Steinberg*. David Steinberg teaches in San Francisco, California. His answers to life's questions and his observations may differ from yours. The important thing, however, is that he is a person, aware and in touch with himself. He seems to know what makes him feel **satisfied** and **happy.** In this activity, you will examine what satisfies you and makes you happy.

1. Read the quotations. Discuss them with your teacher and classmates.
   a. "If I confuse work with making money, I'm letting other people decide when I'm working and when I'm not. When other people like my work, they buy it. Their money expresses their sense of me. But my own sense of work has no particular relationship to money or outside approval."
   b. "Sometimes I wonder if I'm just running away, drifting, always staying close to the surface. But I know that as long as I continue to change, I will move from job to job in order to stay in tune with my changing sense of work. Work each job to the limit, and when the limit becomes restrictive, move to where there are new limits. Ultimately there are no limits save those we set for ourselves."

---

* "Work Notes" by David Steinberg in *Working Loose*, American Friends Service Committee New Vocations Project, 1971.

c. "If my work atmosphere adds to my fear of failure, I will only attempt safe work. Whatever energy I invest in being afraid of failure is energy diverted from working. I work best when all my energy flows into my work and not into negating channels."	c. Have you been in a working situation where you were afraid to make a mistake? What was the effect on your work?
d. "We tend to think too little about the environment in which we work. We pretend that our energy is unrelated to the inputs that surround us. When I think of work now, I look at the work environment and context as much as I do at the substance. I measure my work as much by the process as by the result."	d. In what type of environment do you produce the best work?
e. "Competition can be a form of work, but it doesn't suit the parts of me that I like best."	e. Does competition help or hinder you in producing satisfying work?
f. "The better the sense I have of my own work values, the more completely I can shed the values of others that don't suit me and my life."	f. What are your work values?
g. "Sometimes when I ask myself what work I've been doing, I find myself looking for products. But work is a process and only the final stage is rewarded with a product. The work I do to overcome my fear of writing, the work of thinking in bed, the work of abortive attempts, all these are as real as the one time when I produce some writing that I like."	g. Is the process as important to you as the product? Do you ever say, "It didn't work out very well, but did I learn something?"
h. "In the end, I work for the enjoyment of working. Not that work is happy fun every minute, but when I lose that basic enjoyment of the work I'm doing, I'm best off if I stop and do something else."	h. Do you look at enjoyment as the best reason for working?
i. "I'm not lazy, I like doing good hard work. My most basic instincts lead me to good work. Whatever resistance I feel to these ideas comes from having done other people's work for too long."	i. How do you feel when you have to do other people's work?
j. "If I have to choose between work and money, I will choose work and learn not to need so much money. This although I'm married and expect a baby in the next two	j. How much salary do you think you need to live? How much time would you be willing to devote to a job?

weeks. I find that the more "family responsibility" I gain, the less I want to sacrifice myself to a need for money. I see that as I have had less and less money, I have been happier with my work and with myself. I think of my relationship with my parents and resolve even more strongly to give my kids an open, loving father even if that should mean fewer clothes and toys."

2. Help students examine their career plans in the context of their values, standard of living, and preferred lifestyle.

2. Relate Steinberg's view of work to your own values, lifestyle, and standard of living. Use the following questions as a guide.
   a. How does Steinberg's view of **work** compare to **your** own? Describe your work values.
   b. How will work relate to other aspects of your life: possessions, home, family, and leisure?
   c. Has the discussion of the quotations helped you identify how you feel about your projected lifestyle? In what ways?

look ahead

Encourage students to review the articles on changes in the future they have collected before the next class session. You may wish to have several on hand for the discussion.

look ahead

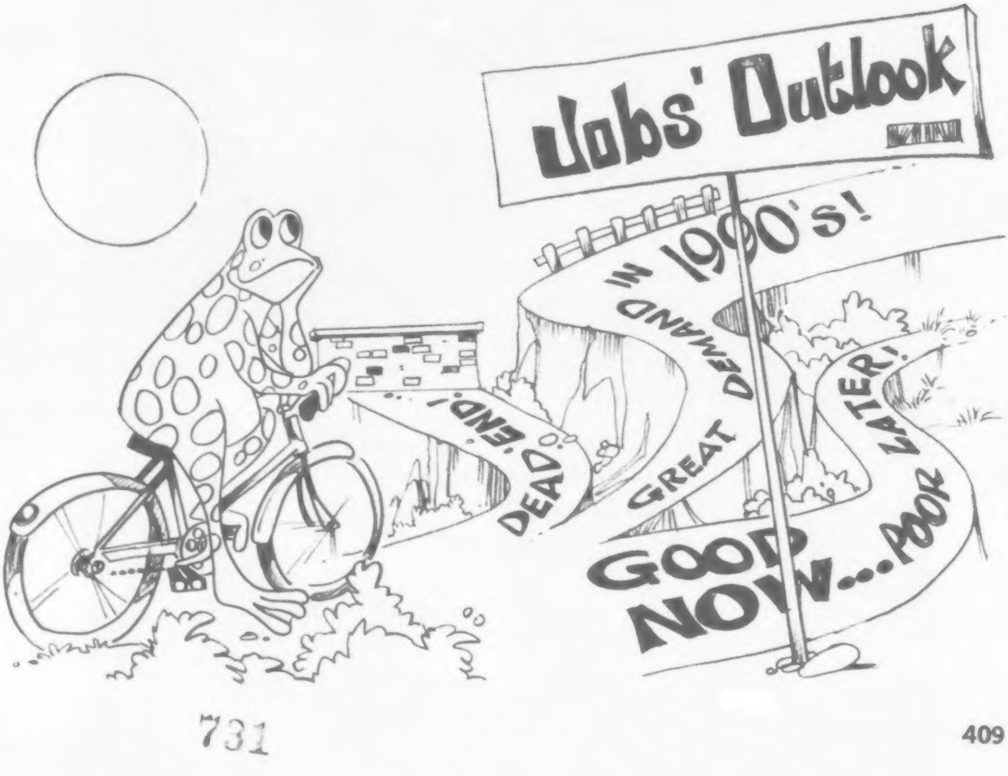
Bring the articles and books describing society's future changes that you have collected to the next class session. You may want to review them to be better prepared for the class discussion.

activity H

Projecting Change

Activity H (25 minutes)

We live in a world which is changing rapidly. In ten or twenty years, the world may be a very different place. If your plans for the future are to be most useful, they must allow for change.


Jobs' Outlook
GREAT DEMAND IN 1990's!
DEAD END!
GOOD NOW...POOR LATER!

1. Share the materials you have collected with the students. You may suggest that they take notes on the materials they are reviewing.

2. List the changes students identify on the chalkboard. Encourage them to think about extreme changes, as well as subtle ones, which may affect their futures.

3. Circle five or six changes students think will occur.

4. It is important that students understand that they can adapt their career plans: they can meet their values and achieve their goals in alternate ways.

5. Ask students to stay with the group they joined in Step 4. In this summary exercise for the course, students should have the opportunity to clarify and confirm any questions or doubts they may have about their career.

1. Prepare for the class discussion on changes by reviewing the following materials.

   - The economic changes you had projected in Unit XII, Activity E.
   - The information on **occupational outlook** you included in your brochure.
   - The articles and books describing **society's** future changes you brought to class.

2. Discuss the changes which may occur in the future. Use the following questions as a guide.

   a. What kinds of changes may occur in the **physical** and **social environment? In personal economics?**

   b. How could these changes **affect** the way people **live** and **work?**

   c. What changes are expected in the area of **your occupational interest?**

3. As a group, identify the changes you think are **most likely to occur.**

4. Form into groups of three or four students with similar occupational interests. Discuss how you could **adapt your career plans** to each of the changes that are likely to occur. Use the materials you have reviewed in Step 1 as a source of ideas.

5. You have had a chance to think about your career in depth. You have also considered your career in the context of society's future. Now, ask yourself the question, **"How do I get there from here?"** To help you answer this question, follow these guidelines.

   a. Briefly review the information you have recorded in your Activity Booklet and worksheets. You may also want to briefly review some of the units.

b. Discuss the following questions.

- What **new skills** do you have to help you **face** the future?
- What **new knowledge** do you have to enable you to understand and **control** your career?
- Do you know how to obtain any **information** you may need to have?
- What can you do **now** to get started?

unit summary

In this unit, you examined your career plans in the larger context of **society** and a **changing future.**

You first reviewed your plans to make sure they were **consistent** with your values and goals. The people who know you best can help you **test** and **define** your plans. You were then introduced to the special **skills** you need to **find** and **get a job** in the world of work. Finally, you examined your plans in terms of **future change** and **employment outlook. Adapting** your plans to change is essential to career progress.

To have a satisfying career, you will need to continuously **plan, decide,** and **act** as you **grow** and **change.**

your future
is what
you
make it!

unit summary

Ask students to read and discuss the unit summary.

program summary

You have now completed the **Exploring Career Decision-Making** course. But you have not completed your career decision-making: you have barely begun it. Your career development is a lifelong process.

At this point, you have a sense of your career and the kinds of activities it may include.

You are now ready to act on your plans, using the knowledge and skills gained in this course. You can test, then reevaluate your plans in light of your experience. You can do this in many ways. A major way is through your selection of courses. You can also pursue volunteer or part-time work to get a greater understanding of the work which interests you. School clubs, community groups, and hobbies provide other ways to further explore your interests and test your plans.

It is critical that you remain aware of the career decision-making process. From time to time, you may find it helpful to review the activities in this text. You may wish to work through some of them again. As you grow and change, so may your interests, abilities, values, and goals. At the same time, the world around you is changing. You may find new directions to explore, using the skills you have developed in this course. You can commit yourself to actions leading to your goals, while keeping yourself open to change. You can create a satisfying career which is responsive to changes in you and the world around you.

program summary

The **Exploring Career Decision-Making** course provides students with the basic skills and knowledge for continued career development. However, unless students continue to use the skills and knowledge, they will forget them. It is your role to encourage students to take action on their career plans. Students may need to review elements of the course. To this end, it is important that copies of the text be available in the school library or career center.

More and more schools are providing career files for students, stored in the career resource center. Students update these files at least once a year. Such an approach can be very helpful to the student, both in keeping track of earlier career exploration and in heightening awareness of career as an on-going process requiring regular attention and susceptible to change.

Direct students to read and discuss the summary. Encourage students to list specifically and concretely the actions, both immediate and future, they are going to take to implement their goals.

APPENDIX A

Touring the Career Information System (Unit IV - Activity G)

  Option A 415
  Option B 436

School Subject - Worker Trait Group Chart 437

Aptitudes Index 441

Physical Environment Index 445

Keysort Deck Instructions 449

The **Occupational Outlook Handbook** (OOH) and the **Encyclopedia of Careers** (EOC) mentioned in this appendix are published respectively by the U. S. Department of Labor and by Ferguson Publishing Company.

OPTION A

TOURING THE CAREER INFORMATION SYSTEM

INFORMATION TOURS
TOUR GUIDE
ENCYCLOPEDIA OF CAREERS
OCCUPATIONAL OUTLOOK HANDBOOK
GUIDE
D.O.T.
DICTIONARY OF OCCUPATIONAL TITLES
WORKER TRAIT GROUP GUIDE

Career exploration and decision-making should be based on information about yourself and the world of work. To obtain information about yourself, you should examine your interests, abilities, and other personal traits. Information about the world of work is obtained through career information resources. The **Career Information System** (CIS) in your school contains all types of organized career information resources. These resources are organized to help you find information in two ways.

- On the basis of what you know about **yourself.**
- On the basis of what you know about **occupations.**

The CIS is structured around **12 Career Areas** and **66 Groups.** The Career Areas are based on people's preferences for certain types of work and leisure activities. The Groups are occupational divisions within the Areas. These groups of occupations are based upon the skills and personal traits needed by workers. These areas and groups are also found in the Supplement to the **Dictionary of Occupational Titles,** published by the U. S. Department of Labor.

To learn how you can use the CIS materials for career exploration, you can take a "Guided Tour." Your role as a tourist is to learn how all the CIS materials fit together and what they contain.

The Tour contains both **general** and **detailed** information about CIS materials. The **general** information appears in **boxes.** The **detailed** information **follows** each box. As you tour the materials, **stop at each box** and read the general information. It describes what the CIS material is and why it is used. Read the detailed information following each box **after** you complete the Tour. You may also want to read it when you are ready to use the CIS. Now get ready for the **first stop** on the Tour, where you will view the **Dictionary of Occupational Titles.**

STOP 1: Dictionary of Occupational Titles (DOT)

The **Dictionary of Occupational Titles,** published by the U. S. Department of Labor, contains descriptions of thousands of occupations. These descriptions are organized into a structure called the Occupational Group Arrangement (OGA). The OGA is another method of grouping occupations and should **not** be confused with the 66 Groups.

Each occupation in the DOT has been assigned a number to indicate the group to which it belongs. This number is a nine-digit code unique to each occupation. These nine-digit codes organize the occupational titles and descriptions in numerical sequence.

EXAMPLE

Occupational Title	**Occupational Code**
ARCHITECT	001.061-010

To find an occupational description in the DOT, first use the Alphabetical Index located in the back section. Find the occupational title and note the nine-digit code. This code is used to find the page where the occupational description may be found. Remember, this nine-digit code is a sequence number in the OGA listing.

The DOT is an important career information resource to use in exploring the world of work. It is the only source where information can be found on all occupations. Although the descriptions are only paragraphs, they contain a lot of information.

GO TO STOP 2

How to Use the Dictionary of Occupational Titles (DOT)

In the DOT, occupational descriptions are organized by the Occupational Group Arrangement (OGA). Occupations are organized into the OGA on the basis of **products** or **services** provided or the **processes** and **materials** used. There are nine Occupational Categories which have the following code numbers and names:

0 1	Professional, technical, and managerial occupations
2	Clerical and sales occupations
3	Service occupations
4	Farming, fishery, forestry, and related occupations
5	Processing occupations
6	Machine trades occupations
7	Bench work occupations
8	Structural work occupations
9	Miscellaneous occupations

The first three digits of the nine-digit DOT code represent the OGA.

OGA CODE

↑

001.061-010

The **first digit** places the occupation into an **Occupational Category.** The **first** and **second** digit place it into a **Division** within the Category. The **first, second,** and **third** digits place it into a sub-division called a **Group.**

As an example, the code for **ARCHITECT** is 001.061-010. The **first** digit, 0, places this occupation in **Category 0/1.** This category includes professional, technical, and managerial occupations in such fields as art, science, law, and business relations.

When the **second** digit, 0, is combined with the **first** digit, 0, the occupation is placed in **Division 00.** This Division is called "Occupations in Engineering and Architecture." It includes occupations concerned with the practical use of the principles of architecture and engineering.

When the **third** digit, 1, is combined with the **first two** digits, the code 001, places the occupation in the **Group 001.** This Group is called "Architectural Occupations." It includes occupations concerned with the design and construction of buildings and other structures, or landscaping.

The DOT contains descriptions of the Categories, Divisions, and Groups as well as descriptions of the thousands of occupations. The following example shows the descriptions arranged in the OGA sequence.

EXAMPLE

0/1 PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS

This category includes occupations concerned with the theoretical and practical aspects of such fields of human endeavor as: architecture; engineering; mathematics; physical sciences; social sciences; medicine and health; education; museum; library and archival sciences; law; theology; the arts; recreation; administration specialties; and management. Also included are occupations in support of scientists, engineers, and other specialized activities such as piloting aircraft, operating radios, and directing the course of ships. Most of these occupations require substantial educational preparation, usually at the university, college, junior college, or technical institute level.

↑

CATEGORY DESCRIPTION

00/01 OCCUPATIONS IN ENGINEERING AND ARCHITECTURE

DIVISION DESCRIPTION →

This division includes occupations concerned with the practical application of physical laws and principles of engineering and/or architecture for the development and utilization of machines, materials, instruments, structures, processes, and services. Typical specializations are research, design, construction, testing, procurement, production, operations, and sales. Also includes preparation of drawings, specifications, and cost estimates, and participation in verification tests.

(Continued on next page)

001 ARCHITECTURAL OCCUPATIONS

GROUP DESCRIPTION

This group includes occupations concerned with the design and construction of buildings and related structures, or landscaping, and/or floating structures, according to aesthetic and functional factors.

OCCUPATION DESCRIPTION

001.061-010 **ARCHITECT** (profess. & kin.)
Provides professional services in research, development, design, construction, alteration, or repair of real property, such as private residences, office buildings, theaters, public buildings, or factories: Consults with client to determine functional and spatial requirements and prepares information regarding design, specifications, materials, equipment, estimated costs, and building time. Plans layout of project and integrates engineering elements into unified design. Prepares scale and full size drawings and contract documents for building contractors. Furnishes sample recommendations and shop drawing reviews to client. Assists client in obtaining bids and awarding construction contracts. Supervises administration of construction contracts and conducts periodic onsite observation of work in progress. May prepare operating and maintenance manuals, studies, and reports.

NOTE: The code for "Architect, Marine" has the same first eight-digits as Architect. The last digit shows the sequence in this case.

001.061-014 **ARCHITECT, MARINE** (profess. & kin.) architect, naval; naval designer.
Designs and oversees construction and repair of marine craft and floating structures, such as ships, barges, tugs, dredges, submarines, torpedoes, floats, and buoys. Studies design proposals and specif
establish basic characteristics of craft, such as
propulsion, armament, cargo, displa
complements, and fresh
testing of pro
ou

In each occupational description, you will find a wealth of information in condensed form. Note that three types of titles are used to identify an occupation. The **Main or Base Title** is the primary title under which the occupational description is listed. Following this title are **Alternate Titles** or names by which the occupation is known in different parts of the country. At the end of the description are **Undefined Related Titles.** These titles are a specialization of the occupation. The type of specialization is usually described by the title.

The following example is a typical occupational description marked to show its various parts.

Nine-digit DOT Code

Main or Base Title

Industry Designation

Alternate Title

096.127-014 EXTENSION SERVICE SPECIALIST (gov. ser.)
cooperative extension advisor specialist.
Instructs extension workers and develops specialized service activities in area of agriculture or home economics: Plans, develops, organizes, and evaluates training programs in subjects, such as home management, horticulture, and consumer information. Prepares leaflets, pamphlets, and other material for use as training aids. Conducts classes to train extension workers in specialized fields and in teaching techniques. Delivers lectures to commercial and community organizations and over radio and television to promote development of agricultural or domestic skills. Analyzes research data and plans activities to coordinate services with those offered by other departments, agencies, and organizations. May be designated according to field of specialization as AGRICULTURAL-EXTENSION SPECIALIST (gov. ser.); HOME ECONOMICS SPECIALIST (gov. ser.).

Occupational Description

Undefined Related Titles

The DOT also contains an Alphabetical Index located in the back. This index contains a listing of occupational titles and their nine-digit codes. **Base** and **Undefined Related Titles** are in **large** letters and **Alternate Titles** are in **small** letters.

ALPHABETICAL INDEX EXAMPLE

Base or Undefined Related Title →
Alternate Title →

ABALONE DIVER (fish.) 443.664-010
able-bodied seaman (water trans.) 911.364-010

When you want the description for a specific occupational title, turn to the Alphabetical Index. Locate the title in the listing and make a note of the nine-digit code. Use this code to locate the occupational description. Remember, the descriptions are in sequence by the nine-digit code, **not by title.**

STOP 2: Supplement to the Dictionary of Occupational Titles

The occupations of the DOT are organized in the Supplement by **12 Career Areas** and **66 Groups.** Each Career Area has been titled and identified by a two-digit code, 01 to 12. A brief statement describes the type of interest the Career Area represents. Within each Career Area, occupations are organized into Groups. Each Group has been titled and identified by a four-digit code. A description of the Group and a listing of the occupations it contains follow the Group title and code. These 66 Groups are further divided into **Subgroups.** The Subgroups organize related occupations more specifically.

EXAMPLE

Area Code (2 digits) → 01. ARTISTIC
Group Code (4 digits) → 01.01 Literary Arts
Subgroup Code (6 digits) → 01.01-01 Editing
01.01-02 Creative Writing
01.01-03 Criticism

To identify a Group for an occupation, use the Alphabetical Index at the back of the Supplement. Locate the title and note the six-digit Career Area/Group/Subgroup Code.

EXAMPLE

CHEMICAL RESEARCH ENGINEER 008.061-22 (prof & kind) 05.01.01. Use this code to locate the page where the Group description can be found. The Career Areas and Groups are in numerical sequence. At the end of each Group description is a complete list of occupations listed by Subgroup.

You can relate your interests and abilities to the Career Areas and Groups to explore a number of similar occupations at one time. The main use of the Supplement in the CIS is to obtain a full listing of occupations for each Group.

GO TO STOP 3

How to Use the Supplement to the Dictionary of Occupational Titles (DOT)

The Supplement to the DOT has been designed to aid you in occupational exploration leading to education, training, and job placement. To help you relate your interests and abilities to occupations, the Department of Labor has identified 12 Career Areas. Each of the 12 Career Areas has been titled and identified by a two-digit number, ranging from 01 to 12.

CAREER AREAS

Area Code	Area Title	Area Code	Area Title
01	ARTISTIC	07	BUSINESS DETAIL
02	SCIENTIFIC	08	PERSUASIVE
03	NATURE	09	ACCOMMODATING
04	AUTHORITY	10	HUMANITARIAN
05	MECHANICAL	11	SOCIAL-BUSINESS
06	INDUSTRIAL	12	PHYSICAL PERFORMING

The common interests people have in occupations are used to define each Career Area. For example, Career Area 01 is defined in the following way: "This is an interest in creative expression of feelings or ideas."

The 12 Career Areas contain 66 Groups. Within each Career Area, similar occupations are organized into Groups. The Groups are generally arranged within each Career Area from the **highest** to the **lowest** level of **aptitudes** and **skills.** Each Group has been titled and identified by a four-digit number. Of these four digits, the first two represent the Career Area Code. The second two digits represent the position of a Group within an Area. All four digits make up the Group Code, as shown in the following example of the first Career Area.

AREA CODE **AREA TITLE**

→ **01 ARTISTIC** ←

01.01 Literary Arts
01.02 Visual Arts
01.03 Performing Arts: Drama
GROUP CODES → 01.04 Performing Arts: Music ← **GROUP TITLES**
01.05 Performing Arts: Dance
01.06 Technical Arts
01.07 Amusement
01.08 Modeling

Each of the Group descriptions contains a summary of the occupations' common elements. The summary describes the work performed, clues for relating people to the occupations, suggested training and methods of entry, and other factors to consider.

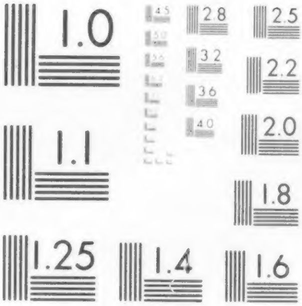
These 66 Groups are further divided in **Subgroups.** The Subgroups help you identify important relationships among the occupations in the Group. In most cases, similar work performed is the basis for the subgrouping. Each Subgroup is identified by a title and six-digit number. The first four digits represent the Area and Group Codes, while the last two digits represent the position of the Subgroup within the Group. All six digits make up the Subgroup Code.

EXAMPLE

		Titles
Area Code (2 digits)	01.	ARTISTIC
Group Code (4 digits)	01.01	Literary Arts
Subgroup Code (6 digits)	01.01-01	Editing
	01.01-02	Creative Writing
	01.01.03	Criticism

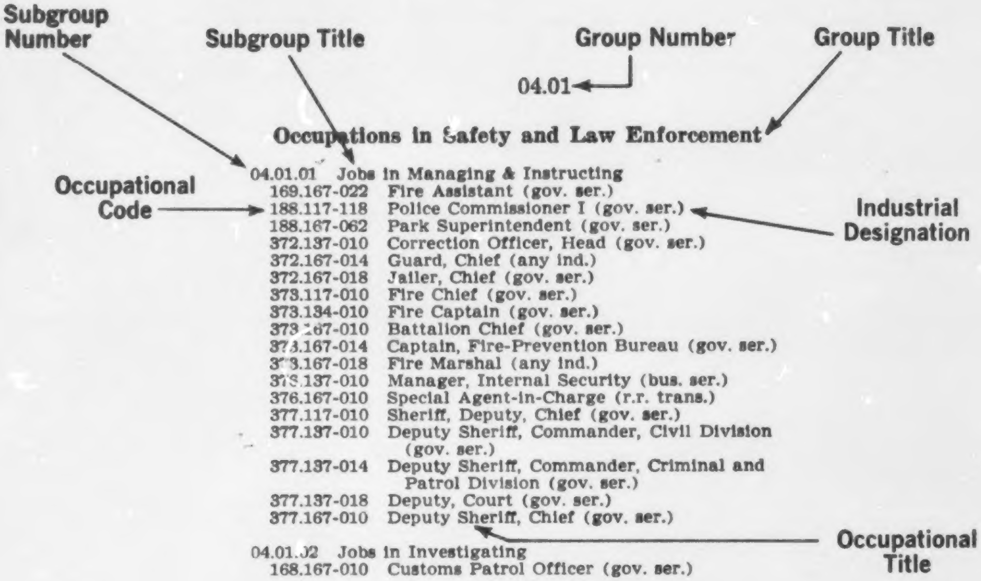
A complete list of occupations follows each Group description. The occupations within the list are divided into various Subgroups.

451


1.0
4.5
5.0
5.6
2.8
2.5
3.2
2.2
3.6
4.0
2.0
1.1
1.8
1.25
1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

EXAMPLE



04.01

Occupations in Safety and Law Enforcement

04.01.01	Jobs in Managing & Instructing
169.167-022	Fire Assistant (gov. ser.)
188.117-118	Police Commissioner I (gov. ser.)
188.167-062	Park Superintendent (gov. ser.)
372.137-010	Correction Officer, Head (gov. ser.)
372.167-014	Guard, Chief (any ind.)
372.167-018	Jailer, Chief (gov. ser.)
373.117-010	Fire Chief (gov. ser.)
373.134-010	Fire Captain (gov. ser.)
373.167-010	Battalion Chief (gov. ser.)
373.167-014	Captain, Fire-Prevention Bureau (gov. ser.)
373.167-018	Fire Marshal (any ind.)
376.137-010	Manager, Internal Security (bus. ser.)
376.167-010	Special Agent-in-Charge (r.r. trans.)
377.117-010	Sheriff, Deputy, Chief (gov. ser.)
377.137-010	Deputy Sheriff, Commander, Civil Division (gov. ser.)
377.137-014	Deputy Sheriff, Commander, Criminal and Patrol Division (gov. ser.)
377.137-018	Deputy, Court (gov. ser.)
377.167-010	Deputy Sheriff, Chief (gov. ser.)
04.01.02	Jobs in Investigating
168.167-010	Customs Patrol Officer (gov. ser.)

If you want to find the Group to which a specific occupation belongs, use the Alphabetical Index at the back of the Supplement. This index gives the Career Area/Group/Subgroup Code as well as the Occupational Code. The key in the following example explains the title differences.

INDEX EXAMPLE

CHEMICAL RESEARCH ENGINEER 008.061-022 (prof & kin) 05.01.01
CHEMICAL - STRENGTH TESTER 582.587-010 (textile) 06.03.02
CHEMICAL - TEST ENGINEER 008.061-026 (prof & kin) 05.01.04
chemical weigher (DYE WEIGHER 550.684-014) 06.04.17
CHEMIST 022.061-010 (prof & kin) 02.01.01
Chemist, Analytical (CHEMIST 022.061-010) 02.01.01
chemist, biological (BIOCHEMIST 041.061-026) 02.02.03
Chemist, Clinical (BIOCHEMIST 041.061-026) 02.02.03
ist, Enzymes (BIOCHEMIST 041.061-026) 02.02.03
D 022.061-014 (prof & kin) 02.02.04
(CHEMIST, 022.061-010) 02.01.01
022.061-010) 02.01.01
m 041.061-026) 02.02.03

KEY

- **Main or Base Title:** all capital letters.
- **Undefined Related Titles:** beginning capital letters with Main Title and Code in parentheses.
- **Alternate Titles:** all lower case letters with Main Title and Code in parentheses.
- Note: Main Titles are the ones used in CIS materials to locate information.

STOP 3: Alphabetical Card File

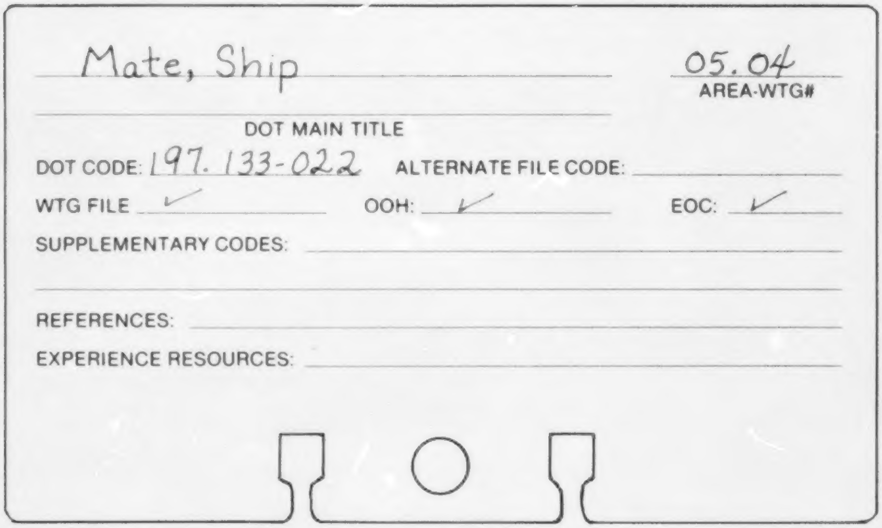
The Alphabetical Card File contains an alphabetical listing of all of the occupational titles in the CIS. It works like the card catalog in your school library. It gives you codes under which you can locate information about occupations. These codes represent the Career Areas and Groups in the Supplement of the DOT. However, the Groups will be called **Worker Trait Groups** (WTG) when used in the CIS materials. These Worker Trait Groups are more fully explained in STOP 7.

The Alphabetical Card File can be used to locate a specific occupational title, the Career Area - WTG number, as well as resources in the CIS containing information about the occupation.

GO TO STOP 4

How to Use the Alphabetical Card File

The **Alphabetical Card File** is easy to use. Just look up the title of an occupation you want to explore. The following illustration shows what a card looks like.



Mate, Ship

05.04
AREA-WTG#

DOT MAIN TITLE

DOT CODE: 197. 133-022 ALTERNATE FILE CODE:

WTG FILE ✓ OOH: ✓ EOC: ✓

SUPPLEMENTARY CODES:

REFERENCES:

EXPERIENCE RESOURCES:

The job title in the upper left-hand corner of the card is the Main Title used in the DOT. In the upper right-hand corner of the card is the Area - WTG number. All information is the CIS about an occupational title can be found using this number. The nine-digit number entered after "DOT Code" distinguishes the occupation from all other occupations. It is used to locate the occupational description in the DOT. The space after "Alternate File Code" contains an entry only when the filing system being used has been adapted to the Worker Trait Group structure. The entry indicates where the information can be found in the adapted system.

If there are occupational briefs on file, there is a checkmark after "WTG File." If there is a reference for the occupation in the **Occupational Outlook Handbook,** there will be a checkmark after "OOH." EOC stands for **"Encyclopedia of Careers."** If there is information in the EOC on the occupation, there will be a checkmark. The codes appearing after "Supplementary Codes" are used to find information in the Supplementary Section of the File Content Notebook for audiovisuals and bound materials. (They are explained more fully in STOP 4.)

STOP 4: File Content Notebook

The **File Content Notebook** contains a list of the occupational titles filed in your school's CIS. It is organized by the 12 Career Areas and 66 Worker Trait Groups. The Notebook is used to determine the titles of occupational briefs and pamphlets that have been filed in the CIS.

GO TO STOP 5

How to Use the File Content Notebook

The **File Content Notebook** works like a table of contents. It is an outline of what the CIS contains. It is organized by the Career Areas - Worker Trait Groups. The Notebook has a divider for each of the 12 Career Areas and 66 Worker Trait Groups. Behind each Area divider is a sheet of paper containing a list of omnibus materials. (These are briefs and pamphlets that contain information about more than one occupation.) These materials are filed in the Vertical File behind the appropriate Area divider. You should check this list for additional information on the Area-WTG you are exploring.

Behind each Group divider is a form which lists the occupational titles for which there is information in the CIS. Look at the following sample form, then read the detailed explanation of each column.

SAMPLE

Scientific
DOT Area Title

02.02
Area - WTG Number

Life Sciences
Worker Trait Group Title

Vertical File Pieces	Alternate File Code	Supplementary Code	DOT Main Title	DOT Code
			Animal Scientist	040.061-014

747

Column 1: VERTICAL FILE PIECES. In this column, a tally (𝍸) is kept of the number of briefs that are filed in the Worker Trait Group Vertical File for each title. (The Vertical File is explained in STOP 5.) The tally shows you exactly how many pieces of information to look for in the file.

Column 2: ALTERNATE FILE CODE. This column contains information when occupational materials have not been filed by Worker Trait Groups in the Vertical File, but are organized into a different filing system. If another filing system is being used at your school, your teacher or counselor will explain it to you.

Column 3: SUPPLEMENTARY CODE. Supplementary codes are used to indicate the presence of information not filed in the Vertical File. When this code appears in the column, you should turn to the Supplemental Section in the back of the **File Content Notebook.** There you will find the title of the material and its location. These resources may be audiovisual or bound materials which are stored in cabinets or on shelves. The supplementary codes are abbreviations of the type of material stored.

CODE EXAMPLE

Audiovisual Material

Av 1, Av 2, Av 3

Identifying Number

You can find a full list of these abbreviations on the divider for the Supplementary Section of the **File Content Notebook.**

Column 4: DOT MAIN JOB TITLE. This column is used to list the main job title as it is found in the DOT. Alternate and Undefined Related Titles are not listed. The entries on this form are not in alphabetical order or any particular sequence. As a new piece of information is added to the file, the title is listed or a tally mark is made. You should scan this column to see what titles are contained in the CIS.

Column 5: DOT CODE. The code for each title consists of nine digits as explained in **STOP 1.** This code is used to locate the occupational description in the DOT.

The Supplemental Section of the **File Content Notebook** has two Divisions: one for **audiovisual** materials and one for **bound** materials. The printed form in each Division contains a list of the available audiovisual or bound materials related to the Area-Worker Trait Groups. The purpose of this section is to help you locate these materials in the CIS. Major bound sources such as the **Occupational Outlook Handbook** and the **Encyclopedia of Careers** are in a separate Index (see STOP 6).

Look at the following example of a form, then read the detailed explanation of each column.

EXAMPLE

Bound (Bd)

Division Title/Code

Supplementary Code	Title of Material	Location	Area — WTG Number(s)
Bd 1	So You Want to be a Lawyer	Shelf	11.04

At the top of the form you will find the title of the Division and its abbreviation.

Column 1: SUPPLEMENTARY CODE. The Supplementary Code is the abbreviation of the division title such as Bound and the identifying number for the material, e.g., Bd 1, Bd 2, Bd 3. The bound resource would have the reference number on it and would be placed in sequence with the number.

Column 2: TITLE OF MATERIAL. This column is used to record the title of the audiovisual or bound material available in the CIS. Only the title of the material is listed.

Column 3: LOCATION. This column is used to indicate where the materials are stored, such as in a cabinet, on a reference shelf, or in the library.

Column 4: AREA - WTG NUMBER(S). The WTG number(s) for the occupation(s) described in the materials are recorded in this column. Materials describing various occupations will have more than one number recorded here if the occupations belong to different Worker Trait Groups.

STOP 5: Vertical File

Briefs and pamphlets about a single occupation are stored behind the divider of the Worker Trait Group to which the occupation belongs. To locate information in this File, use the Area/Worker Trait Group number. Pamphlets about occupations belonging to more than one group in the Area (omnibus materials) may be filed behind the Area divider.

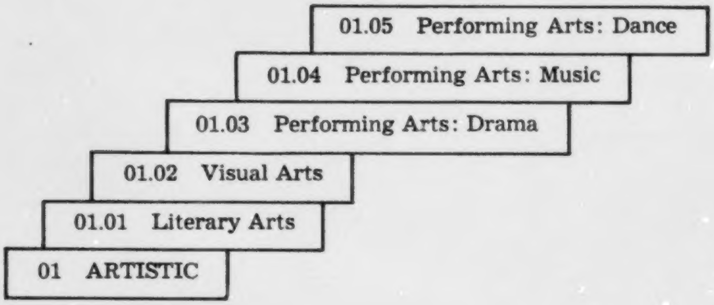
GO TO STOP 6

How to Use the Vertical File

The Vertical File contains 12 Career Area file dividers and 66 Worker Trait Group file dividers. The purpose of the Vertical File is to store occupational briefs and pamphlets about single occupations. These are placed behind the Worker Trait Group file dividers. The Worker Trait Group dividers are in sequence by the Area - WTG number. You should use the **File Content Notebook** before using the Vertical File. Look at the listing of occupations contained in the file. For any occupation on which you want information, check the tally marks to see how many pieces are in the file. Pamphlets about occupations belonging to more than one group in the Career Area (omnibus materials) may be filed behind the Career Area divider.

The following sample shows how file dividers would appear in the Vertical File.

SAMPLE


01.05 Performing Arts: Dance
01.04 Performing Arts: Music
01.03 Performing Arts: Drama
01.02 Visual Arts
01.01 Literary Arts
01 ARTISTIC

STOP 6: Worker Trait Group Index to Occupational Information

The **Worker Trait Group Index to Occupational Information** contains information on two types of resources. The first type is major occupational information resources such as the **Occupational Outlook Handbook** (OOH) and the **Encyclopedia of Careers** (EOC). Occupational titles contained in these resources have been indexed to Worker Trait Groups.

The second type of resource is called Experience Resources. This is information about experiences that are available to you for learning about occupations. Examples would be people employed in an occupation who are willing to talk with you, part-time work experiences where you could do related tasks or observe workers, or visits to actual work sites. These resources are listed by Worker Trait Groups. However, you will need to schedule these experiences through the person responsible for the career resources.

GO TO STOP 7

How to Use the Worker Trait Group Index to Occupational Information

This index contains several sections representing different occupational information resources such as the **Occupational Outlook Handbook** (OOH), the **Encyclopedia of Careers** (EOC), and the **Vital Information for Education and Work** (VIEW). In addition, it contains an Experience Resources section.

Each resource section contains a listing of occupations by Worker Trait Group. The occupational titles are referenced to the appropriate resource publication page. The purpose of this index is to help you find additional information related to the Worker Trait Groups you are exploring. To use this index, turn to the Area - WTG number in one of the sections. There you will find a listing of occupations, the DOT code, and the resource page number.

Look at the following sample of an index page for the **Occupational Outlook Handbook** (OOH) section. Then read the detailed explanation for each column.

SAMPLE

Area-WTG No.	Area - Worker Trait Group Title DOT Title and OOH Title	DOT Code	OOH Page
05	MECHANICAL		
05.01	ENGINEERING		
	Aeronautical Engineer	002.061-014	329
	OOH Title: Aerospace Engineer		
	Architect	001.061-010	691
	Architect, Marine	001.061-014	
	Electrical Engineer	003.061-010	333

Column 1. Area - WTG No. — these are the numbers identifying the Career Area and the Worker Trait Group. These numbers are the same as those found in other CIS materials.

Column 2.

- Area Worker Trait Group Title — when the word "NONE" appears in this column, it means that the resource does not contain any occupations for this WTG.
- DOT Title — the occupational title as listed and defined in the DOT.
- OOH Title — the occupational title as used in the OOH.

Column 3. DOT Code — the nine-digit number used to classify and organize DOT Main titles.

Column 4. OOH Page — the page number in the **Occupational Outlook Handbook** on which information about the job title is found.

The index also contains an Experience Resources section. This section contains a listing of additional occupational information resources available to you. These resources include workers, work experience sites, and school clubs and activities. To use this listing, locate the Experience Resources form behind the appropriate section divider. There are forms only for those Worker Trait Groups for which experiences are available. This form contains the occupational title and experience code. This code is explained on the Experience Resources section divider. Remember, to schedule these experiences, go through the person responsible for career resources.

STOP 7: Worker Trait Group Guide

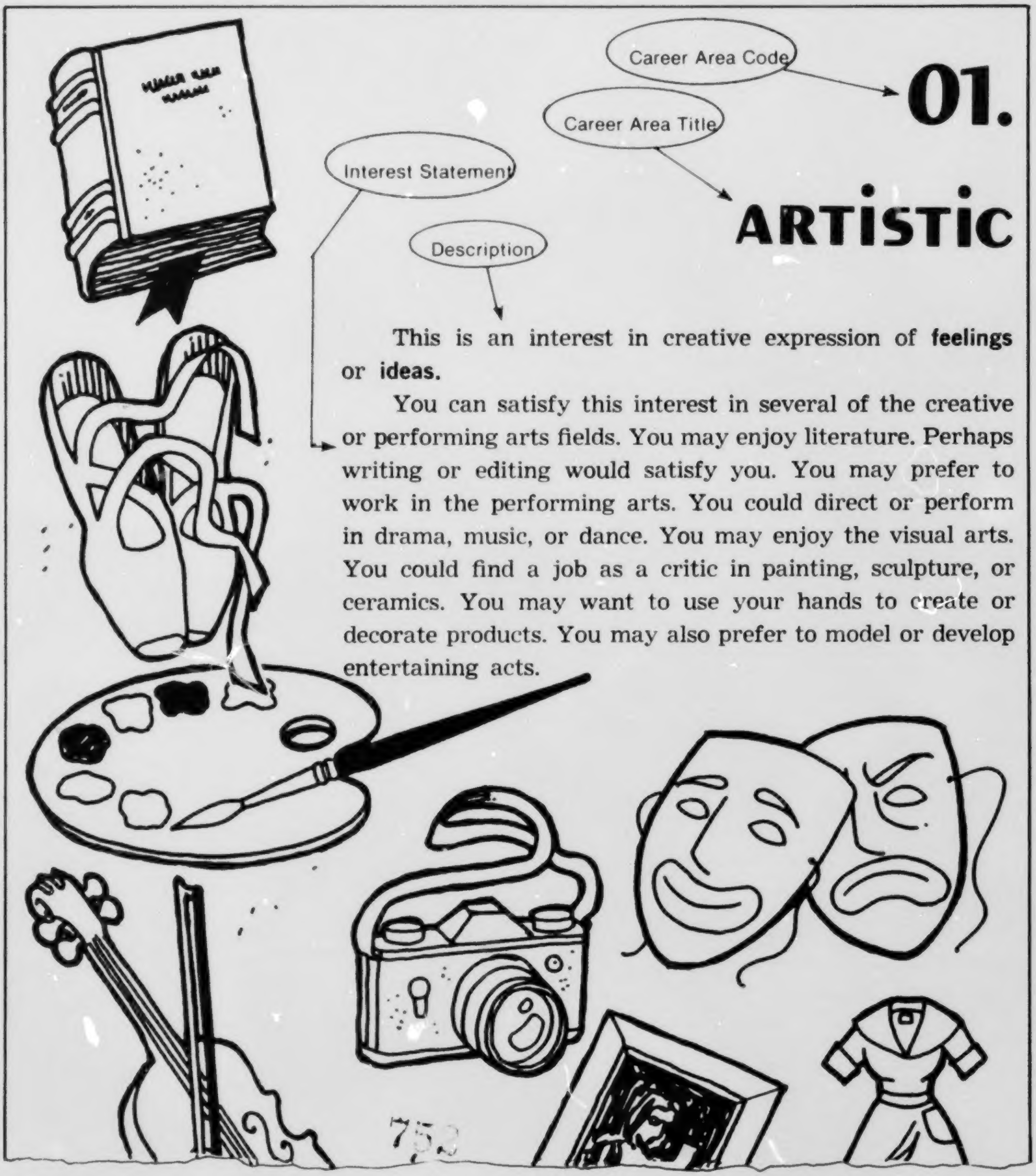
This is the final stop on the tour. **The Worker Trait Group Guide** is similar to the Supplement to the **Dictionary of Occupational Titles (DOT).** However, the **Worker Trait Group Guide** expands upon the information about the 12 Career Areas and 66 Worker Trait Groups. The guide has been designed to be used with the access materials of the CIS such as checklists and charts. Use the **Worker Trait Group Guide** to get information about the Career Areas and Worker Trait Group. The Supplement to the DOT should only be used to get a full listing of the occupations belonging to each group.

There are two major sections in this guide. In addition to the Career Area and Worker Trait Group descriptions, the guide contains appendices. The appendices expand upon the information contained in certain sections of the Worker Trait Groups such as Work Activities, Work Situations, and Aptitudes.

How to Use the Worker Trait Group Guide

This guide can be used for exploration or to gain a general understanding of the world of work. The following descriptions and examples explain in detail each section contained in the **Worker Trait Group Guide**.

Career Areas. The Career Area descriptions are general overviews of what the Worker Trait Groups within each Career Area have in common. The Career Area description first states the type of interest workers in occupations belonging to the Career Area usually have. Following the interest statement is general information about the Career Area such as work performed and job settings. Each description is identified by the two-digit Career Area code and title.



Career Area Code

Career Area Title

Interest Statement

Description

01.

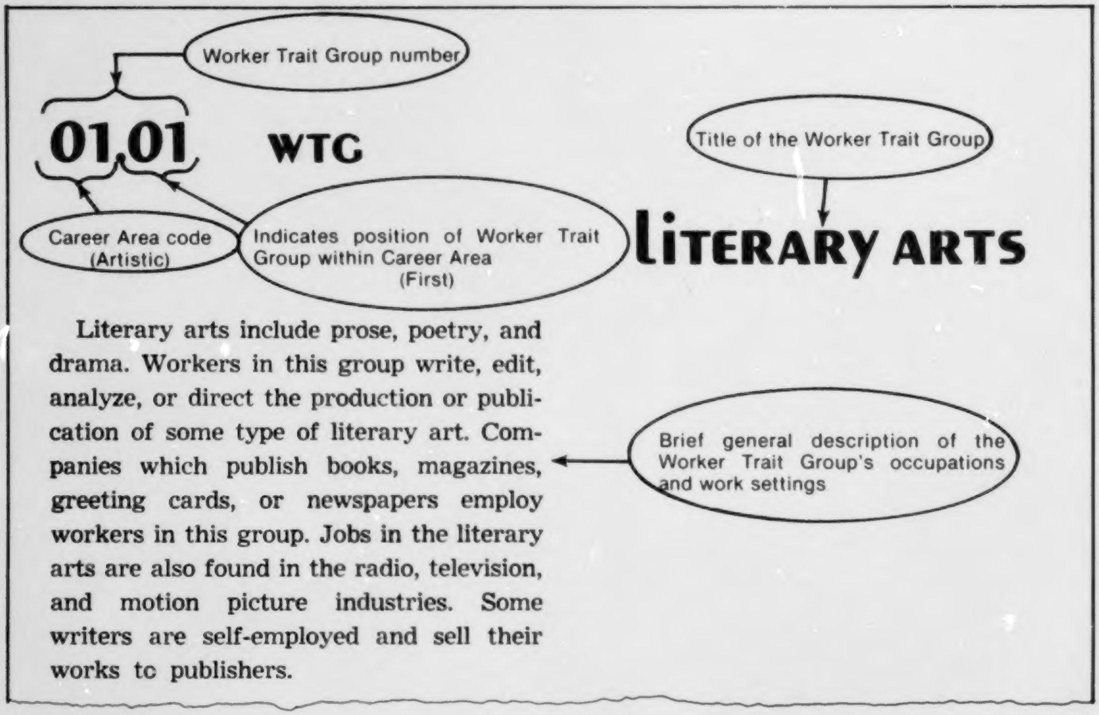
ARTISTIC

This is an interest in creative expression of **feelings** or **ideas**.

You can satisfy this interest in several of the creative or performing arts fields. You may enjoy literature. Perhaps writing or editing would satisfy you. You may prefer to work in the performing arts. You could direct or perform in drama, music, or dance. You may enjoy the visual arts. You could find a job as a critic in painting, sculpture, or ceramics. You may want to use your hands to create or decorate products. You may also prefer to model or develop entertaining acts.

Worker Trait Groups. The Worker Trait Group descriptions contain general information about groups of similar occupations. The descriptions can provide an overview to help you identify groups of occupations to explore. You can use the other CIS materials to obtain information on specific occupations.

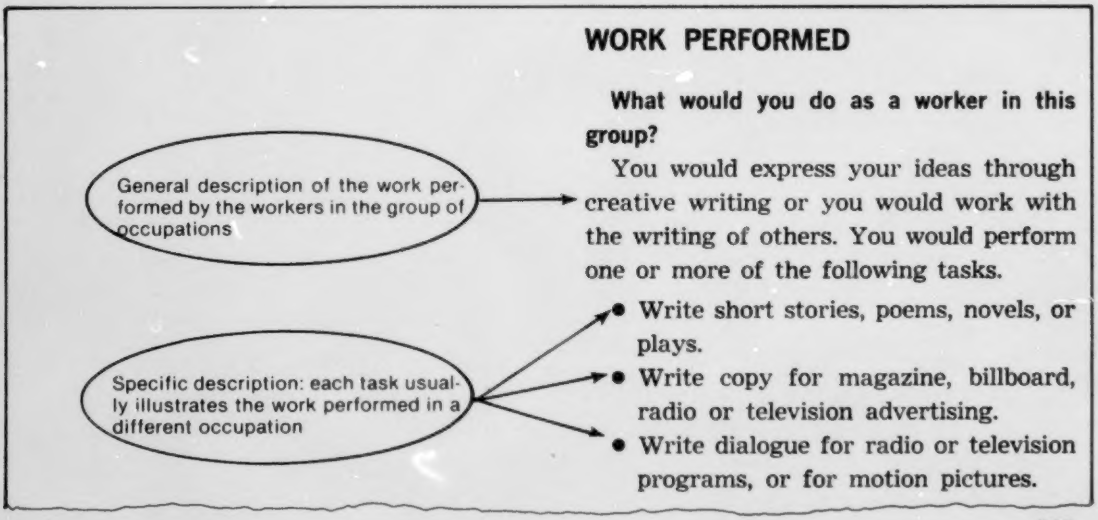
The following Worker Trait Group description has been broken into sections to illustrate the different kinds of information it contains.


Worker Trait Group number
Title of the Worker Trait Group
Career Area code (Artistic)
Indicates position of Worker Trait Group within Career Area (First)
Brief general description of the Worker Trait Group's occupations and work settings

01.01 WTG

LITERARY ARTS

Literary arts include prose, poetry, and drama. Workers in this group write, edit, analyze, or direct the production or publication of some type of literary art. Companies which publish books, magazines, greeting cards, or newspapers employ workers in this group. Jobs in the literary arts are also found in the radio, television, and motion picture industries. Some writers are self-employed and sell their works to publishers.


General description of the work performed by the workers in the group of occupations
Specific description: each task usually illustrates the work performed in a different occupation

WORK PERFORMED

What would you do as a worker in this group?

You would express your ideas through creative writing or you would work with the writing of others. You would perform one or more of the following tasks.

- Write short stories, poems, novels, or plays.
- Write copy for magazine, billboard, radio or television advertising.
- Write dialogue for radio or television programs, or for motion pictures.

A summary of the most important skills, abilities, and interests needed by workers in the group to perform well.

WORKER REQUIREMENTS

What skills, abilities, and interests would help you succeed in this kind of work?

To do this type of work, you should have the ability to learn, the skill to perform, and the interest in doing most of the following items. Not all items are important to every job.

- Express original ideas or interpret the ideas of others through writing.
- Analyze writings for form, style, plot, and artistic value.
- Know the rules of grammar and have a large vocabulary.
- Edit or critique the writing of others.
- Create advertising copy that will attract readers, viewers, or listeners.
- Plan and direct the work of a staff of writers.

A list of questions to help you decide if you have or can develop the skills, abilities, and interests related to the group of occupations. Your personal experiences can help you answer the questions.

CLUES

Do you have or can you develop these skills, abilities, and interests?

Your answers to the following questions will help you decide.

- Have you written book reports? Do you enjoy reviewing the writing of others?
- Have you written an original story? Can you create characters and situations that interest and entertain others?
- Have you written poems? Do you enjoy reading or writing poetry?
- Have you edited or written feature articles for a school paper or yearbook?
- Have you played word games or solved crossword puzzles? Do you have a large vocabulary?

PREPARATION

How can you prepare for and enter this kind of work?

Jobs in this field require extensive writing experience. Working for the school newspaper or yearbook can help you gain writing experience. Writing assignments in English and journalism courses can also help you gain it. Community colleges and universities offer programs that help prepare for this work. Courses in English and creative writing develop important skills. Courses in art, music, or drama help critics in these fields gain the needed knowledge and background. Editing jobs require several years of writing experience.

Self-employed writers often use literary agents to help them find publishers. These agents make suggestions about writing topics and style. Publishers may hire free-lance writers to write about a certain subject. To be hired, writers should frequently submit writing samples to magazines and other publishers. Some employers require samples of published writings.

The **training** and **experience** worker's need to enter the occupations in the group.

OTHER CONSIDERATIONS

What else should you know about these jobs?

Most new workers in writing start with routine assignments such as proofreading. Few newcomers are employed as creative writers.

Additional information you would need to consider

QUALIFICATIONS PROFILE

The following information is a summary of the traits and qualifications related to the workers in this group. As you read it, try to relate your own interests, abilities, aptitudes, and preferences to these worker traits.

How to use the Qualifications Profile section of the Worker Trait Group description

WORK ACTIVITIES

See Appendix A of the **Worker Trait Group Guide** for detailed work activity descriptions

Workers generally prefer the following types of work activities.

5. Activities resulting in recognition or appreciation from others.
6. Activities involving the communication of ideas and information.
8. Activities involving creative thinking.

WORK SITUATIONS

See Appendix B of the **Worker Trait Group Guide** for detailed work situation descriptions

Workers are willing to adjust to the following types of work situations.

3. Planning and directing an entire activity.
4. Dealing with people.
5. Influencing people's opinions, attitudes, and judgments.
7. Making decisions using personal judgment.
9. Interpreting and expressing feelings, ideas, or facts.

WORKER FUNCTIONS

See Appendix C of the **Worker Trait Group Guide** for detailed information on worker functions

These may be the most difficult functions workers perform when dealing with data, people, and things.

	Low	Avg.	High	
DATA	☐	☐	■	– Synthesizing
PEOPLE	■	☐	☐	– Speaking/Signaling
THINGS	■	☐	☐	– Handling

PHYSICAL DEMANDS

See Appendix D of the **Worker Trait Group Guide** for detailed descriptions of the physical demands

Workers must be able to perform the following types of physical activities.

S Sedentary work.
5. Talking and/or hearing.
6. Seeing.

WORKING CONDITIONS

Workers need to adjust to the following physical surroundings and working conditions.

I Inside.

See Appendix E of the **Worker Trait Group Guide** for detailed descriptions of the working conditions

APTITUDES

These levels of aptitudes (ability to learn) are related to the average successful performance of workers in this group. Levels are rated on a 5 to 1 scale.

See Appendix F of the **Worker Trait Group Guide** for aptitude definitions

Aptitudes	**Levels** Low to High 5 4 3 2 1
G – General	2 – 1
V – Verbal	2 – 1

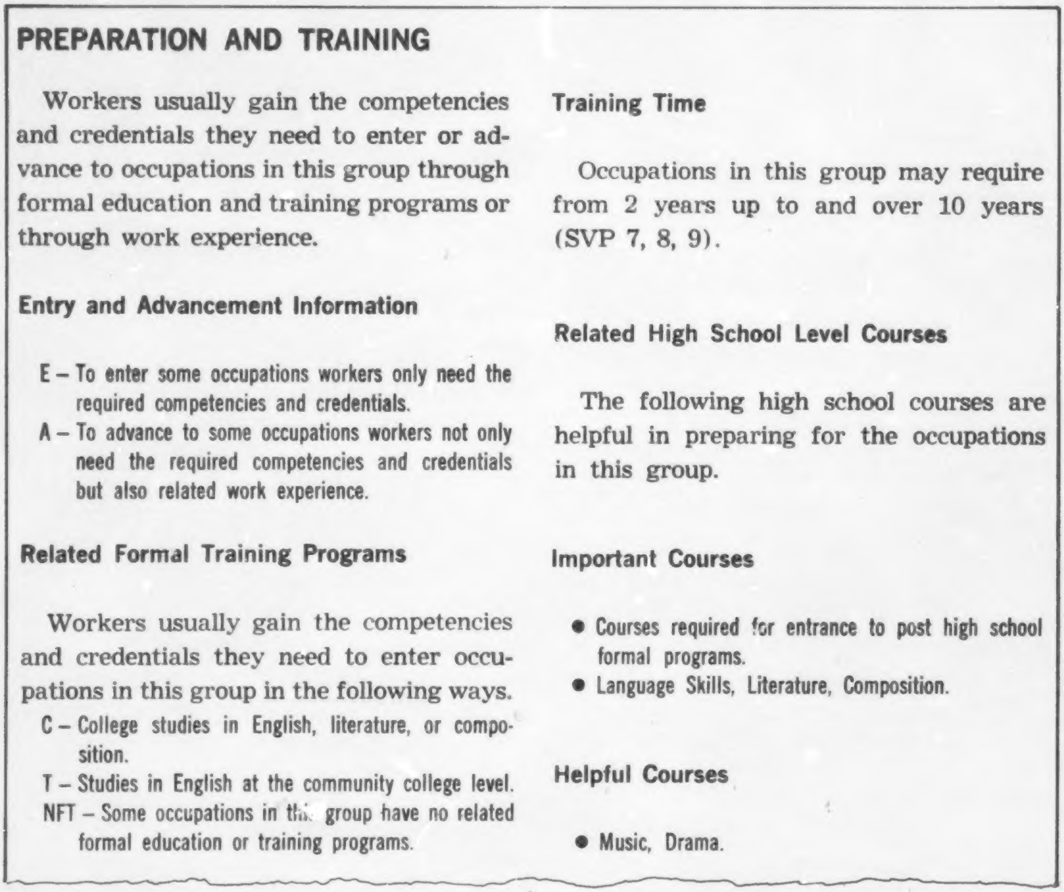
GENERAL EDUCATION DEVELOPMENT (GED)

GED is the general level of learning and reasoning acquired through schools, experience, or self-directed study. There are six GED levels, ranging from the most complex (6) to the simplest (1). The following statement explains why these workers need the GED level **5.**

See Appendix G of the **Worker Trait Group Guide** for the GED level definitions

Workers apply logical thinking to express ideas through creative writing. They collect or interpret information. They may use their creative ability to edit or guide the work of others. These workers deal with abstract concepts such as styles and symbols. They also work with reference materials and typewriters.

Specific description illustrating the Worker Trait Group GED level



PREPARATION AND TRAINING

Workers usually gain the competencies and credentials they need to enter or advance to occupations in this group through formal education and training programs or through work experience.

Entry and Advancement Information

E – To enter some occupations workers only need the required competencies and credentials.
A – To advance to some occupations workers not only need the required competencies and credentials but also related work experience.

Related Formal Training Programs

Workers usually gain the competencies and credentials they need to enter occupations in this group in the following ways.

C – College studies in English, literature, or composition.
T – Studies in English at the community college level.
NFT – Some occupations in this group have no related formal education or training programs.

Training Time

Occupations in this group may require from 2 years up to and over 10 years (SVP 7, 8, 9).

Related High School Level Courses

The following high school courses are helpful in preparing for the occupations in this group.

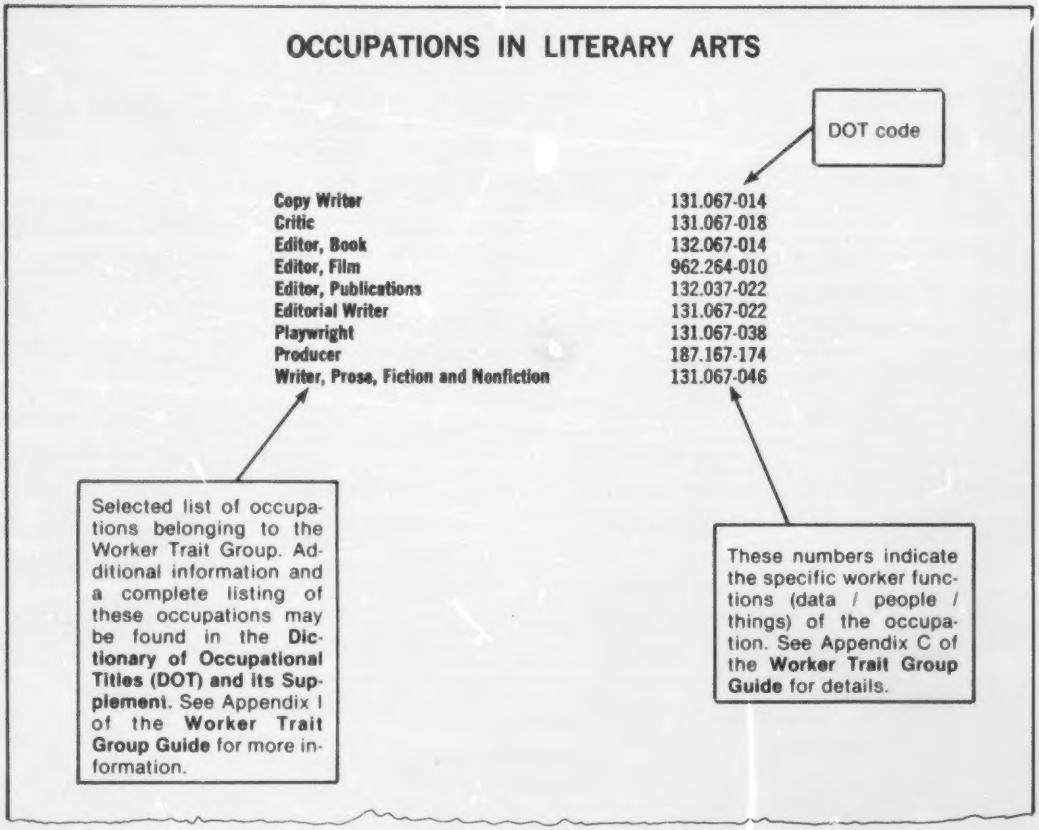
Important Courses

- Courses required for entrance to post high school formal programs.
- Language Skills, Literature, Composition.

Helpful Courses

- Music, Drama.

This section describes the different ways by which people can prepare for the group's occupations. See Appendix H for detailed information.



OCCUPATIONS IN LITERARY ARTS

DOT code

Copy Writer	131.067-014
Critic	131.067-018
Editor, Book	132.067-014
Editor, Film	962.264-010
Editor, Publications	132.037-022
Editorial Writer	131.067-022
Playwright	131.067-038
Producer	187.167-174
Writer, Prose, Fiction and Nonfiction	131.067-046

Selected list of occupations belonging to the Worker Trait Group. Additional information and a complete listing of these occupations may be found in the **Dictionary of Occupational Titles (DOT) and its Supplement**. See Appendix I of the **Worker Trait Group Guide** for more information.

These numbers indicate the specific worker functions (data / people / things) of the occupation. See Appendix C of the **Worker Trait Group Guide** for details.

Worker Trait Group Guide Appendices. The appendices contain detailed information concerning the factors in the Qualification Profile such as Aptitudes, Work Activities, and Work Situations. In addition, one of the appendices explains how to use the **Dictionary of Occupational Titles.**

OPTION B

In your career exploration, you will use the following materials, along with the other career information resources in your school.

- **Dictionary of Occupational Titles**

  Turn to Stop 1 of Option A in this appendix. Read the information contained in the box.
- **Supplement to the Dictionary of Occupational Titles**

  Turn to Stop 2 of Option A in this appendix. Read the information contained in the box.
- **Worker Trait Group Digest**

  Located in Appendix B of this text, the digest contains a brief description of the twelve Career Areas and 66 Worker Trait Groups which make up those areas. You can use it to get a general understanding of the Career Areas and the Worker Trait Groups. This will help you decide which Worker Trait Groups you want to explore further.
- **Worker Trait Group Guide**

  Turn to Stop 7 of Option A in this appendix. Read the information contained in the box.

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SCHOOL SUBJECT — WORKER TRAIT GROUP CHART

One way to identify occupations for exploration is through interests and abilities in school subjects. In order to relate what you like and do well in school to what you might like to do in occupations, you must be able to link the two. The purpose of the School Subject - Worker Trait Group Chart is to help you **quickly** identify school subjects or Worker Trait Groups that are related. The information on the chart is **general**. The chart does not identify the **specific** degree of relationship. **All** of the occupations in a Worker Trait Group do not necessarily relate to a school subject.

On each side of the chart there is a listing of 56 school subjects. These are grouped into general subject areas such as language, math, and science. Although the titles of the subjects may not be exactly the same as the titles of the courses offered in your school, they can be easily related to your school's courses.

Across the top of the chart, the Worker Trait Group titles and numbers are listed under the Career Area to which they belong. You can read brief descriptions of the Worker Trait Groups in Appendix B of this text. Use the **Worker Trait Group Guide** to obtain full descriptions of the Worker Trait Groups.

There are 56 rows of subjects and 66 columns of Worker Trait Groups. The rows and columns cross to form a cell linking each subject with each Worker Trait Group. If a subject and a Worker Trait Group are related, the codes A or B appear in the cell.

Directions

1. To identify the Worker Trait Groups related to subjects you prefer, follow the **rows** of your chosen subjects **across** the chart. The codes A or B appear in the columns of the Worker Trait Groups related to the subjects.
2. To identify the subjects related to the Worker Trait Groups which interest you, follow the **columns** of your chosen Worker Trait Groups **down** the chart. The codes A or B appear in the rows of the subjects related to the Worker Trait Groups.

Code Definitions

Code A. The subject and the Worker Trait Group are **directly** related. The content, knowledge, and skills taught in the subject are **essential** to workers in the group of occupations.

Code B. The subject and the Worker Trait Group are **indirectly** related. The knowledge and skills taught in the subject are **helpful** to workers in this group of occupations.

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SCHOOL SUBJECT – WORKER TRAIT GROUP CHART

DIRECTIONS

1. To identify the Worker Trait Groups related to subjects you prefer, follow the **rows** of your chosen subjects **across** the chart. The codes A or B appear in the columns of the Worker Trait Groups related to the subjects.

2. To identify the subjects related to the Worker Trait Groups which interest you, follow the **columns** of your chosen Worker Trait Groups **down** the chart. The codes A or B appear in the rows of the subjects related to the Worker Trait Groups.

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Charleston, West Virginia

		SCHOOL SUBJECTS	01 ARTISTIC								02 SCIENTIFIC				03 NATURE				04 AUTHORITY		05 MECHANICAL												06 INDUSTRIAL			
			01.01 Literary Arts	01.02 Visual Arts	01.03 Performing Arts: Drama	01.04 Performing Arts: Music	01.05 Performing Arts: Dance	01.06 Technical Arts	01.07 Amusement	01.08 Modeling	02.01 Physical Sciences	02.02 Life Sciences	02.03 Medical Sciences	02.04 Laboratory Technology	03.01 Managerial Work: Nature	03.02 General Supervision: Nature	03.03 Animal Training and Care	03.04 Elemental Work: Nature	04.01 Safety and Law Enforcement	04.02 Security Services	05.01 Engineering	05.02 Managerial Work: Mechanical	05.03 Engineering Technology	05.04 Air and Water Vehicle Operation	05.05 Craft Technology	05.06 Systems Operation	05.07 Quality Control	05.08 Land Vehicle Operation	05.09 Materials Control	05.10 Skilled Hand and Machine Work	05.11 Equipment Operation	05.12 Elemental Work: Mechanical	06.01 Production Technology	06.02 Production Work	06.03 Production Control	06.04 Elemental Work: Industrial
ACADEMIC	Language	1 Language Skills	A																B																	
		2 Literature	B																																	
		3 Composition	A																																	
		4 Speech			B																															
		5 Foreign Languages																																		
	Math	6 Basic Math Skills													B							B			B	B	B	B	B	B			B	B	B	
		7 Algebra / Geometry									B			B							A		B													
		8 Advanced Math									B	B	B	B							A		B	B												
	Science	9 Biological Sciences										A	A	B	B																					
		10 Chemistry									B	B	B	A							A															
		11 Physics									A		B	B							A		B	B												
		12 Earth / Space Sciences									A																									
	Social Studies	13 History																																		
		14 Government																	B																	
		15 Sociology																	B																	
		16 Geography									B													B												
	Health and Physical Education	17 Health										B	B																							
		18 Physical Education					B			B									B	B																
	Art	19 Studio Arts and Crafts		A				B																												
		20 Drama			A																															
		21 Music				A																														
VOCATIONAL	Industrial Arts	22 Manufacturing		B				B													B	B	B		B					B		B	B	B	B	B
		23 Product Services																			B	B			B					B		B				
		24 Transportation																			B		B	B	B			B			B	B				
		25 Construction																			B		B		B							B				
		26 Communications		B																	B	B	B		B					B		B				
		27 Energy / Power Systems																			B				B	B				B		B	B	B		
	Home Economics	28 Consumer and Homemaking								B			B												B					B		B	B			B
		29 Child Care																																		
		30 Food Management																							A					A						
		31 Clothing, Textiles, Home Furnishings						A																	A									A		A
		32 Institutional & Home Management																														A				
	Agriculture	33 Agricultural Production										A			A	A	A	A																		
		34 Agricultural Services													A	A		A																		
		35 Mechanics														A		A							A					A						
	Distributive Education	36 General Merchandising & Marketing		A																																
		37 Services																																		
		38 Finances																																		
	Health	39 Medical-Dental Technology												A											A											
		40 Nursing Care																																		
	Office	41 Accounting																																		
		42 General Clerical																											A			A				
		43 Secretarial & Typing																																		
		44 Data Processing																																		
	Technical and Industrial	45 Air Conditioning & Refrigeration																							A											
		46 Appliance Repair / Small Engine Repair																							A					A						
		47 Automotive Services and Diesel																							A					A						
		48 Commercial Art / Photography / Graphic Art		A				A																	A					A						
		49 Construction and Maintenance																							A					A		A				
		50 Drafting																					A													
		51 Electrical / Electronic																							A	A				A			A			
		52 Metalworking																							A					A		A	A	A	A	A
		53 Personal Services																																		
		54 Quantity Food																							A					A		A		A		A
		55 Textile / Leather / Upholstering																							A								A	A	A	A
		56 Woodworking																							A					A				A		

SCHOOL SUBJECT – WORKER TRAIT GROUP CHART

CODE DEFINITIONS

Code A. The subject and the Worker Trait Group are **directly** related. The content, knowledge, and skills taught in the subject are **essential** to workers in the group of occupations.

Code B. The subject and the Worker Trait Group are **indirectly** related. The knowledge and skills taught in the subject are **helpful** to workers in this group of occupations.

07 BUSINESS DETAIL							08 PERSUASIVE			09 ACCOMMODATING					10 HUMANITARIAN			11 SOCIAL – BUSINESS												12 PHYSICAL PERFORMING		SCHOOL SUBJECTS			
07 01 Administrative Detail	07 02 Mathmatical Detail	07 03 Financial Detail	07 04 Information Processing-Speaking	07 05 Information Processing-Records	07 06 Clerical Machine Operation	07 07 Clerical Handling	08 01 Sales Technology	08 02 General Sales	08 03 Vending	09 01 Hospitality Services	09 02 Barbering and Beauty Services	09 03 Passenger Services	09 04 Customer Services	09 05 Attendant Services	10 01 Social Services	10 02 Nursing and Therapy Services	10 03 Child and Adult Care	11 01 Mathematics and Statistics	11 02 Educational and Library Services	11 03 Social Research	11 04 Law	11 05 Business Administration	11 06 Finance	11 07 Services Administration	11 08 Communications	11 09 Promotion	11 10 Regulations Enforcement	11 11 Business Management	11 12 Contracts and Claims	12 01 Sports	12 02 Physical Feats				
B			B	B			B	B		B					B				A	B	B	B		B	A	B	B	B				1	Language Skills	Language	ACADEMIC
																			A													2	Literature		
																			A	B				B	A							3	Composition		
															A				A		A	B		B		B						4	Speech		
																			A						A							5	Foreign Languages		
B	A	B	B	B	B		B	B					B						A			B	A	B		B	B	B	B			6	Basic Math Skills	Math	
																		A	A													7	Algebra / Geometry		
																		A	A													8	Advanced Math		
																A			A													9	Biological Sciences	Science	
																B			A													10	Chemistry		
																			A													11	Physics		
																			A													12	Earth / Space Sciences		
																			A	A	B											13	History	Social Studies	
																			A	A	B	B					B					14	Government		
															A	B			A	A	B	B		A			B					15	Sociology		
																			A													16	Geography		
															B	B	B		A					B								17	Health	Health and Physical Education	
																			A											A	A	18	Physical Education		
																			A													19	Studio Arts and Crafts	Art	
																			A													20	Drama		
																			A													21	Music		
																			A													22	Manufacturing	Industrial Arts	
																			A													23	Product Services		
												B							A													24	Transportation		
																			A													25	Construction		
					B														A													26	Communications		
																			A													27	Energy / Power Systems		
								B		B			B	B	B	B	B		A													28	Consumer and Homemaking	Home Economics	VOCATIONAL
																	A		A													29	Child Care		
										A			A	A					A									A				30	Food Management		
																			A													31	Clothing, Textiles, Home Furnishings		
										A							A		A													32	Institutional & Home Management		
																			A													33	Agricultural Production	Agriculture	
																			A					A								34	Agricultural Services		
																			A													35	Mechanics		
		A					A	A					A						A			A				A		A				36	General Merchandising & Marketing	Distributive Education	
		A	A				A	A					A	A					A									A				37	Services		
A	A						A												A				A						A			38	Finances		
																	A		A													39	Medical-Dental Technology	Health	
																A	A		A													40	Nursing Care		
	A	A			A														A				A									41	Accounting	Office	
A	A		A	A		A													A													42	General Clerical		
A				A	A														A													43	Secretarial & Typing		
					A													A	A													44	Data Processing		
																			A													45	Air Conditioning & Refrigeration	Technical and Industrial	
																			A													46	Appliance Repair / Small Engine Repair		
																			A													47	Automotive Services and Diesel		
																			A													48	Commercial Art / Photography / Graphic Art		
																			A													49	Construction and Maintenance		
																			A													50	Drafting		
																			A													51	Electrical / Electronic		
																			A													52	Metalworking		
											A			A					A													53	Personal Services		
										A			A	A					A									A				54	Quantity Food		
																			A													55	Textile / Leather / Upholstering		
																			A													56	Woodworking		

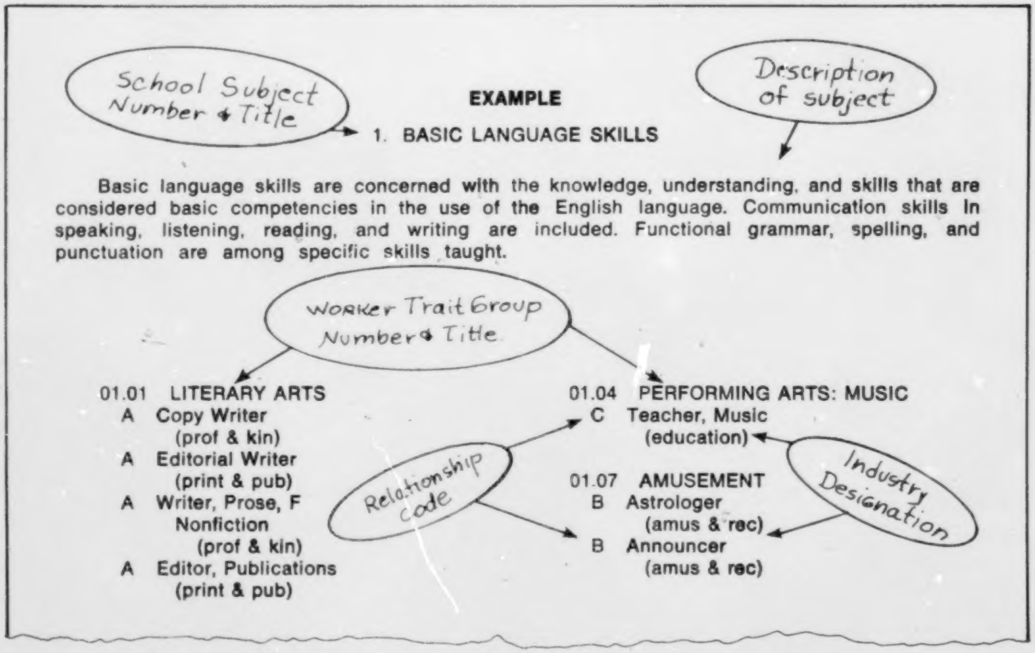
If your school uses the **Career Information System** (CIS) developed by Appalachia Educational Laboratory and published by McKnight Publishing Company, you can get more **specific** information about how subjects related to occupations in the **School Subject — Occupation Index.**

The index links over 2800 occupations with the 56 school subjects. These occupations represent the major national employment opportunities. Occupations found in common occupational information resources are also included in the index. The index has the following three parts:

Part 1. Part 1 contains a reduced copy of the School Subject — Worker Trait Group Chart. Since the chart and index may be used together, you may wish to refer to the chart while using the index.

Part II. This part has a section for each of the 56 subjects. Each section describes the subject, lists the related occupations by Worker Trait Groups, and identifies the specific subject and occupation relationship. On the chart, codes A or B are used to identify the relationship between school subjects and Worker Trait Groups. The index uses codes A, B, and C. Code A represents a **direct** and **necessary** relationship. Code B represents an **indirect** and **necessary** relationship. Code C represents an **indirect** and **helpful** relationship.

The following example illustrates the information contained in Part II.



EXAMPLE

1. BASIC LANGUAGE SKILLS

Basic language skills are concerned with the knowledge, understanding, and skills that are considered basic competencies in the use of the English language. Communication skills in speaking, listening, reading, and writing are included. Functional grammar, spelling, and punctuation are among specific skills taught.

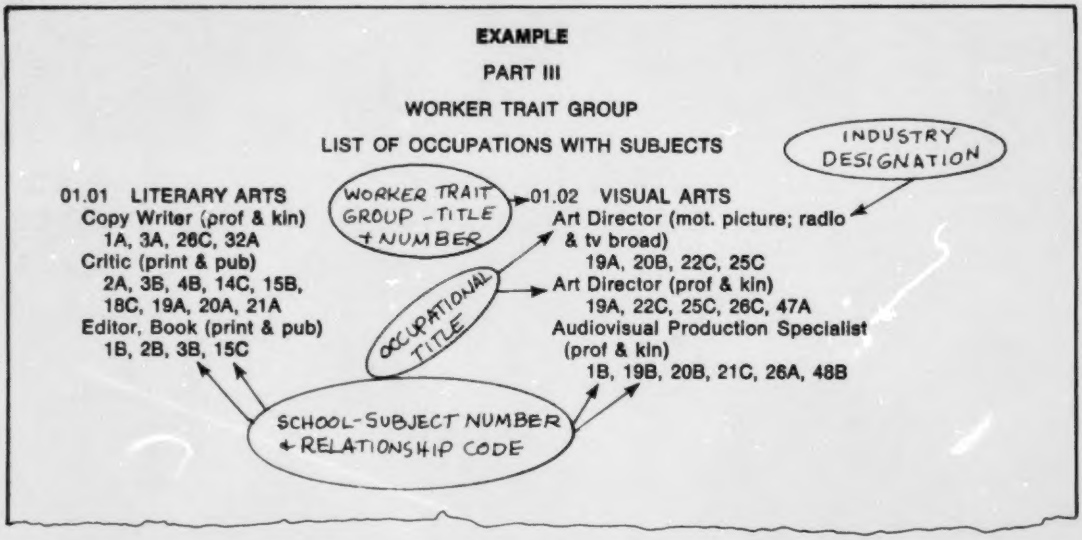
01.01 LITERARY ARTS
- A Copy Writer (prof & kin)
- A Editorial Writer (print & pub)
- A Writer, Prose, F Nonfiction (prof & kin)
- A Editor, Publications (print & pub)

01.04 PERFORMING ARTS: MUSIC
- C Teacher, Music (education)

01.07 AMUSEMENT
- B Astrologer (amus & rec)
- B Announcer (amus & rec)

School Subject Number + Title
Description of subject
Worker Trait Group Number + Title
Relationship code
Industry Designation

Part III. This part contains a listing of the Worker Trait Groups. The occupations related to each of the Worker Trait Groups are listed in alphabetical order. Under the title of each occupation is a listing of the school subject numbers related to the occupation. With each number, the code A, B, or C shows the type relationship the occupation has with the school subject. The following example illustrates the information contained in Part III.


INDUSTRY DESIGNATION
WORKER TRAIT GROUP - TITLE + NUMBER
OCCUPATIONAL TITLE
SCHOOL-SUBJECT NUMBER + RELATIONSHIP CODE

EXAMPLE

PART III

WORKER TRAIT GROUP

LIST OF OCCUPATIONS WITH SUBJECTS

01.01 LITERARY ARTS
Copy Writer (prof & kin)
1A, 3A, 26C, 32A
Critic (print & pub)
2A, 3B, 4B, 14C, 15B, 18C, 19A, 20A, 21A
Editor, Book (print & pub)
1B, 2B, 3B, 15C

01.02 VISUAL ARTS
Art Director (mot. picture; radio & tv broad)
19A, 20B, 22C, 25C
Art Director (prof & kin)
19A, 22C, 25C, 26C, 47A
Audiovisual Production Specialist (prof & kin)
1B, 19B, 20B, 21C, 26A, 48B

Specific instructions on how to use the **School Subject — Occupation Index** are located in the front of the index. The first time you use the index you should read these instructions.

APTITUDES INDEX

The following index shows the general relation of the Worker Trait Groups and the eleven aptitudes defined by the Department of Labor. The key aptitudes and levels of those aptitudes associated with average satisfactory performance are given for each Worker Trait Group. They indicate the aptitude you would need in order to learn the knowledge and skills of the occupations in that group. When a level number, such as a 2, or range, such as 2-3, appears across from a Worker Trait Group, most occupations in that group are rated for that aptitude and level.

Most Worker Trait Groups have a combination of different aptitudes, often at different levels. The levels in this index represent the key aptitudes and levels associated with the group as a whole. The relation of these aptitudes to specific occupations with each WTG varies to some degree. As you explore specific occupations, you may find more information on the aptitudes used in that work.

To use the index, place your completed Self-Estimate Record below the first Worker Trait Group which interests you. Your aptitude estimates will appear directly below the aptitude levels given for the group. Follow the instructions in your text, page 221, to record the relation between your estimates and the aptitude levels associated with the groups which interest you.

APTITUDES INDEX

WORKER TRAIT GROUP		KEY APTITUDES BY LEVEL										
No.	Title	G	V	N	S	P	Q	K	F	M	E	C
01.01	Literary Arts	1-2	1-2									
01.02	Visual Arts	2-3			2	2		2-3	1-2-3	2-3		2
01.03	Performing Arts: Drama	2	2									
01.04	Performing Arts: Music	1-2-3	1-2-3			2-3	2-3	2	2	2	1-2	
01.05	Performing Arts: Dance	2-3			2-3			2-3			1-2	
01.06	Technical Arts	3			2-3	2-3		3	2-3	3		3
01.07	Amusement	3	3									
01.08	Modeling	3-4						3-4		3-4		
02.01	Physical Sciences	1	1		1-2	2	3	3				3
02.02	Life Sciences	1	1-2	1-2	1-2-3	1-2-3			2-3	3		3
02.03	Medical Sciences	1	1-2	1-2	1-2	1-2		2-3	1-2			3
02.04	Laboratory Technology	2-3		2-3	3	2-3	3-4	3	3	3		3
03.01	Managerial Work: Nature	2-3	3	3	3-4		3-4					
03.02	General Supervision: Nature	3	3	3	3					3		
03.03	Animal Training and Care	3-4	3-4			3-4		3-4	3-4	3	3-4	
03.04	Elementary Work: Nature					3-4		3-4	4	3		
04.01	Safety and Law Enforcement	2-3	2-3			3-4	3					
04.02	Security Services	3	3			3-4	4	3-4		3-4		
05.01	Engineering	1-2	1-2	1-2	2	2-3						
05.02	Managerial Work: Mechanical	2	2	2-3	2-3	3	3					
05.03	Engineering Technology	2-3		2-3	2-3	2-3	3	2-3	2-3	3		
05.04	Air and Water Vehicle Operation	2	2-3	2-3	2	2-3	3	3	3-4	3	3	

APTITUDES INDEX

WORKER TRAIT GROUP		KEY APTITUDES BY LEVEL										
No.	**Title**	**G**	**V**	**N**	**S**	**P**	**Q**	**K**	**F**	**M**	**E**	**C**
05.05	Craft Technology	3		3	2-3	2-3		3	3	2-3		
05.06	Systems Operation	3	3	3	3-4		3-4	3-4		3-4		
05.07	Quality Control	3		3-4	3	3				3-4		
05.08	Land Vehicle Operation	3			3			3		3	3	4
05.09	Materials Control	3	3	3			3			3-4		
05.10	Skilled Hand and Machine Work			3-4	3	3		3	3-4	3		
05.11	Equipment Operation	3			3			3		3	3-4	
05.12	Elemental Work: Mechanical				3-4	3-4		3-4		3		
06.01	Production Technology	3		3	3	3		3	3	3		
06.02	Production Work	3		3-4	3-4	3		3-4	3-4	3		
06.03	Production Control	3			3-4	3		3-4	3-4	3		
06.04	Elemental Work: Industrial				4	3-4		3-4	3-4	3		
07.01	Administrative Detail	2-3	2-3	3			2-3					
07.02	Mathematical Detail	3	3	3			2-3					
07.03	Financial Detail	3	3	3			3		3-4			
07.04	Information Processing — Speaking	3	3	3-4			2-3	3-4				
07.05	Information Processing — Records	3	3	3-4			2-3		3-4			
07.06	Clerical Machine Operation	3					2-3	2-3	3	3-4		
07.07	Clerical Handling	3-4	3-4				3		3-4	3-4		
08.01	Sales Technology	2-3	2-3	2-3		3	3					
08.02	General Sales	3	3	3			3					
08.03	Vending	4	4	3-4					3-4	3-4		

APTITUDES INDEX

WORKER TRAIT GROUP		KEY APTITUDES BY LEVEL										
No.	**Title**	**G**	**V**	**N**	**S**	**P**	**Q**	**K**	**F**	**M**	**E**	**C**
09.01	Hospitality Services	3	3				3-4					
09.02	Barbering and Beauty Services	3	3		3	2-3		2	3	3		3
09.03	Passenger Services	3		3-4	3			3		3	3	
09.04	Customer Services	3-4	3-4	3-4			3-4	3-4	4	3-4		
09.05	Attendant Services	3-4	3-4						4	3-4		
10.01	Social Services	1-2	1-2	3								
10.02	Nursing and Therapy Services	2	2-3	2-3	3	3	3-4	3-4	3	3		3-4
10.03	Child and Adult Care	3	3				3-4	3-4	3-4	3		
11.01	Mathematics and Statistics	1-2	1-2	1-2	2		2					
11.02	Educational and Library Services	1-2	1-2	3			2-3					
11.03	Social Research	1-2	1-2	2-3			2-4					
11.04	Law	1-2	1	1-3			3					
11.05	Business Administration	2	2	2-3			3					
11.06	Finance	2	2	2			2-3					
11.07	Services Administration	2	2	3			3					
11.08	Communications	1-2	1	3			3					
11.09	Promotion	2	2	2-3			3-4					
11.10	Regulations Enforcement	2-3	2-3	3	3-4	3-4	3					
11.11	Business Management	2-3	2-3	3		3-4	3					
11.12	Contracts and Claims	2	2	3			3					
12.01	Sports	3	3-4		3-4	3-4	3-4	2	2	2	1	
12.02	Physical Feats	3			2	3		2-3	2-3	2-3	1-2	

PHYSICAL ENVIRONMENT INDEX

The following index lists the Worker Trait Groups in numerical order. The related types of physical demands and working conditions are given for each group. You can use this index to see which physical demands and which working conditions are present in the Worker Trait Groups you are exploring.

When a letter or "X" appears below a code number, most occupations in the Worker Trait Group have the physical demand or working condition indicated. Not all of the physical demands or working conditions listed are important for every occupation in the group, but some combination of them is needed for each occupation.

A brief definition of the codes is repeated below for your convenience.

TYPES OF PHYSICAL DEMANDS

1 — Lifting, Carrying, Pushing, and/or Pulling
  S — Sedentary Work
  L — Light Work
  M — Medium Work
  H — Heavy Work
  V — Very Heavy Work
2 — Climbing and/or Balancing
3 — Stooping, Kneeling, Crouching, and/or Crawling
4 — Reaching, Handling, Fingering, and/or Feeling
5 — Talking and/or Hearing
6 — Seeing

TYPES OF WORKING CONDITIONS

1 — Inside, Outside, or Both
  I — Inside
  O — Outside
  B — Both
2 — Extremes of Cold Plus Temperature Changes
3 — Extremes of Heat Plus Temperature Changes
4 — Wet and Humid
5 — Noise and Vibrations
6 — Hazards
7 — Fumes, Odors, Toxic Conditions, Dust, and Poor Ventilation

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PHYSICAL ENVIRONMENT INDEX

WORKER TRAIT GROUP		Types of Physical Demands						Types of Working Conditions						
No.	Title	1	2	3	4	5	6	1	2	3	4	5	6	7
01.01	Literary Arts	S				X	X	I						
01.02	Visual Arts	SL			X	X	X	I						
01.03	Performing Arts: Drama	L				X	X	I						
01.04	Performing Arts: Music	L			X	X	X	I						
01.05	Performing Arts: Dance	L	X	X		X	X	I						
01.06	Technical Arts	SL			X		X	I						
01.07	Amusement	SL			X	X	X	IO						
01.08	Modeling	L				X	X	IB						
02.01	Physical Sciences	L			X		X	IB						
02.02	Life Sciences	L			X		X	IB						
02.03	Medical Sciences	L			X	X	X	I						
02.04	Laboratory Technology	L			X	X	X	I						
03.01	Managerial Work: Nature	LM		X	X	X	X	OB						
03.02	General Supervision: Nature	LM		X	X	X	X	O						
03.03	Animal Training and Care	LM		X	X	X	X	OB						
03.04	Elemental Work: Nature	MH	X	X	X	X	X	O						
04.01	Safety and Law Enforcement	SL	X	X	X	X	X	IB		X	X		X	X
04.02	Security Services	LM			X	X	X	IB					X	
05.01	Engineering	SL			X	X	X	IB						
05.02	Managerial Work: Mechanical	SL			X	X	X	IB						
05.03	Engineering Technology	SL			X	X	X	IOB						
05.04	Air and Water Vehicle Operation	L			X	X	X	IB					X	

PHYSICAL ENVIRONMENT INDEX

WORKER TRAIT GROUP		Types of Physical Demands						Types of Working Conditions						
No.	Title	1	2	3	4	5	6	1	2	3	4	5	6	7
05.05	Craft Technology	LM		X	X		X	IOB						
05.06	Systems Operation	LM			X	X	X	IOB				X		
05.07	Quality Control	L		X	X		X	IOB					X	
05.08	Land Vehicle Operation	LMH			X	X	X	IB						
05.09	Materials Control	LM			X	X	X	I						
05.10	Skilled Hand and Machine Work	LMH		X	X		X	I						
05.11	Equipment Operation	LMH			X	X	X	OB				X		
05.12	Elemental Work: Mechanical	LMH		X	X		X	IOB						
06.01	Production Technology	LM			X	X	X	I				X		
06.02	Production Work	LMH			X	X	X	I				X		
06.03	Production Control	L			X		X	I				X		
06.04	Elemental Work: Industrial	LMH			X		X	I				X		
07.01	Administrative Detail	SL			X	X	X	I						
07.02	Mathematical Detail	SL			X		X	I						
07.03	Financial Detail	SL			X	X	X	I						
07.04	Information Processing — Speaking	SL			X	X		I						
07.05	Information Processing — Records	SL			X	X	X	I						
07.06	Clerical Machine Operation	S			X	X	X	I						
07.07	Clerical Handling	SL			X		X	I						
08.01	Sales Technology	SL				X	X	I						
08.02	General Sales	SLM			X	X	X	I						
08.03	Vending	LM			X	X	X	IB						

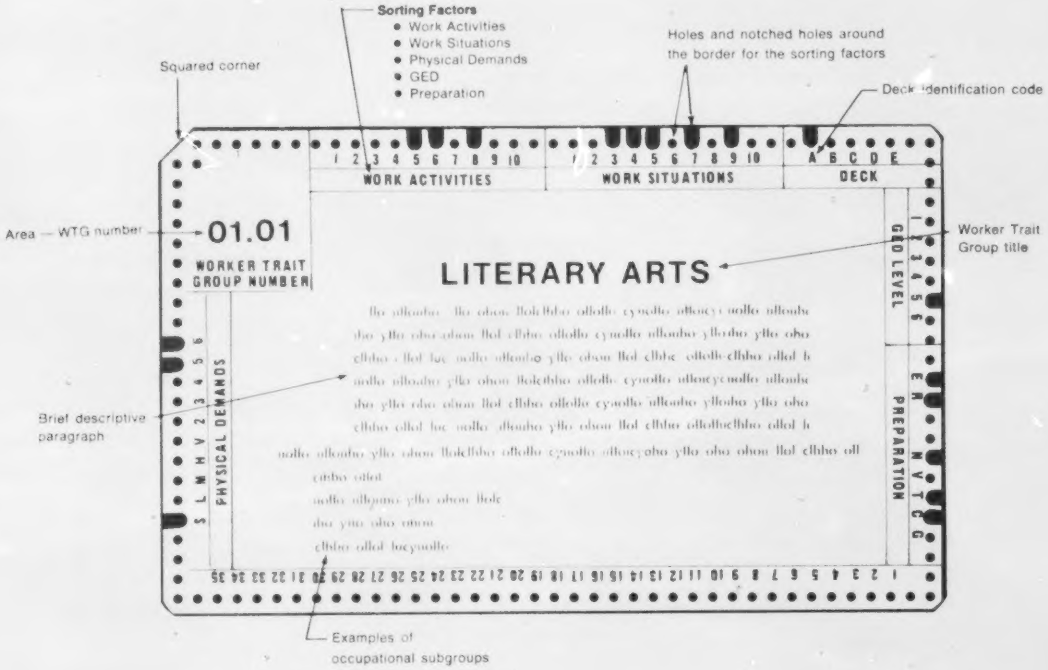
PHYSICAL ENVIRONMENT INDEX

	WORKER TRAIT GROUP	Types of Physical Demands						Types of Working Conditions						
No.	Title	1	2	3	4	5	6	1	2	3	4	5	6	7
09.01	Hospitality Services	L			X	X	X	I						
09.02	Barbering and Beauty Services	L			X	X	X	I						
09.03	Passenger Services	LM			X	X	X	I						
09.04	Customer Services	LM			X	X		I						
09.05	Attendant Services	LM			X	X		I						
10.01	Social Services	SL				X	X	I						
10.02	Nursing and Therapy Services	LM			X	X	X	I						
10.03	Child and Adult Care	LM			X	X	X	I						
11.01	Mathematics and Statistics	S					X	I						
11.02	Educational and Library Services	SL			X	X	X	I						
11.03	Social Research	SL				X	X	I						
11.04	Law	SL				X	X	I						
11.05	Business Administration	S				X	X	I						
11.06	Finance	S				X	X	I						
11.07	Services Administration	S				X	X	I						
11.08	Communications	S				X	X	I						
11.09	Promotion	SL				X	X	I						
11.10	Regulations Enforcement	L				X	X	IB						
11.11	Business Management	SL				X	X	IB						
11.12	Contracts and Claims	SL				X	X	I						
12.01	Sports	LMH	X	X	X	X	X	OB					X	
12.02	Physical Feats	LMH	X	X	X	X	X	IB					X	

KEYSORT DECK INSTRUCTIONS

The Worker Trait Group Keysort Deck* is used to help you identify groups of occupations related to your interests, abilities, and other personal characteristics. You can sort the cards on the basis of these personal characteristics. The Keysort Deck contains 66 cards, one for each Worker Trait Group (WTG). Printed on the card is the Area/Worker Trait Group number, title, a brief description of the group, and a listing of occupational subgroup examples.

KEYSORT CARD ILLUSTRATION



Sorting Factors
Work Activities
Work Situations
Physical Demands
GED
Preparation
Squared corner
Holes and notched holes around the border for the sorting factors
Deck identification code
1 2 3 4 5 6 7 8 9 10
WORK ACTIVITIES
1 2 3 4 5 6 7 8 9 10
WORK SITUATIONS
A B C D E
DECK
Area — WTG number
01.01
WORKER TRAIT GROUP NUMBER
LITERARY ARTS
Worker Trait Group title
GED LEVEL
1 2 3 4 5 6
PREPARATION
E R N V T C G
PHYSICAL DEMANDS
S L M H V 2 3 4 5 6
Brief descriptive paragraph
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35
Examples of occupational subgroups

Selected factors used to locate career information through Worker Trait Groups are printed around the edges of the card. The card's edges also have a series of numbered holes which represent the different parts of the factors. Each of these factors has a specific relationship to the Worker Trait Groups. This relationship is shown by a notch or punch in the appropriate numbered hole. The following example shows now one factor — the types of Work Activities — relates to the Worker Trait Group "Literary Arts."

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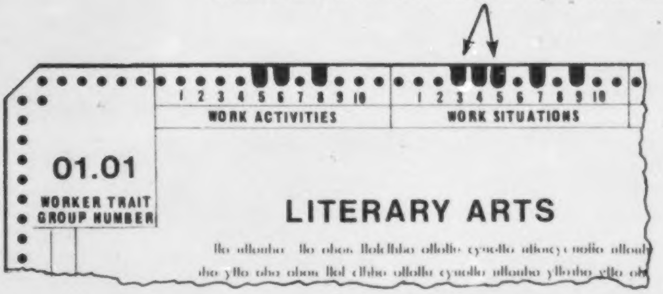
* Developed by Appalachia Educational Laboratory, Inc. and published by McKnight Publishing Company.

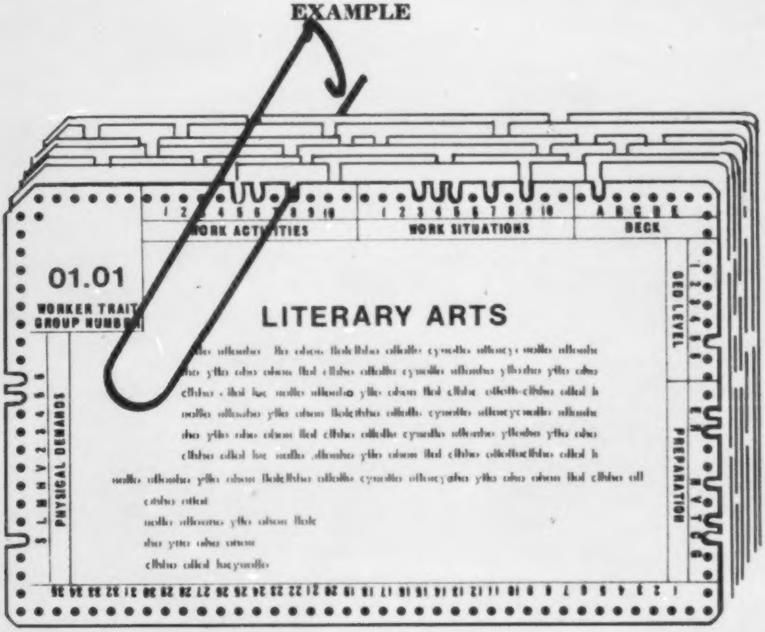

1 2 3 4 5 6 7 8 9 10
WORK ACTIVITIES
1 2 3 4 5 6 7 8 9 10
WORK SITUATIONS
01.01
WORKER TRAIT GROUP NUMBER
LITERARY ARTS

Notches show the factor's specific relationship to WTG

Note that holes 5, 6, and 8 have been notched. This means that these three types of Work Activities are related to this Worker Trait Group. These three types of Work Activities have the following titles:

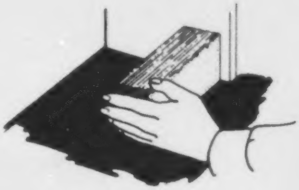
5 — Activities Resulting in Recognition or Appreciation from Others.
6 — Activities Involving the Communication of Ideas and Information.
8 — Activities Involving Creative Thinking.

To identify the Worker Trait Groups related to a particular part of a factor, a special needle is used to sort the deck of cards. For example, to sort the deck for Work Activity No. 8, Creative Thinking, the sorting needle would be inserted in the hole No. 8 of the Work Activities section.


1 2 3 4 5 6 7 8 9 10
WORK ACTIVITIES
1 2 3 4 5 6 7 8 9 10
WORK SITUATIONS
A B C D E
DECK
01.01
WORKER TRAIT GROUP NUMBER
LITERARY ARTS
GED LEVEL
1 2 3 4 5 6
PREPARATION
PHYSICAL DEMANDS
S L M H V 2 3 4 5 6

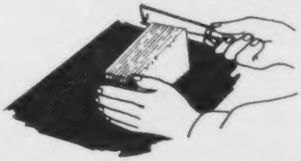
EXAMPLE

The Keysort cards having the hole of Work Activity No. 8 punched will fall from the deck. These cards represent the Worker Trait Groups involving Creative Thinking. The Keysort Deck may be sorted to identify Worker Trait Groups related to each factor part or may be sorted to combine several parts. The following steps describe how to sort the deck.



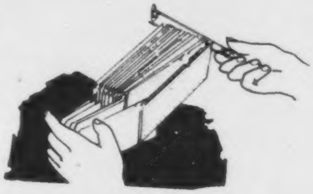
Step 1. Line up the deck with all cards face up and squared corners together at the left. Any card not in the deck correctly will have a rounded edge sticking up among the squared corners. Check the Deck code holes. All of the cards should have the same hole(s) punched. Any not punched the same as the others is in the wrong deck. Remove the card(s).

Step 2. On the border of the cards, locate the factor for which you will sort. Turn the deck, if necessary, so that this factor is on top. "Jog" or strike the ends of the deck against a flat surface to get them even and the holes lined up.



Step 3. On the front card, locate the factor number or letter. Keep a steady hold on the cards with one hand. Insert the sorting needle with the other hand. For example, if the factor part you sort on is Work Activity No. 8, insert the needle in the hole numbered 8.

Step 4. After the needle is inserted in the hole, relax your hold on the cards, but continue to support them. Lift up and gently shake the needle. As you lift and shake the needle, cards which have the factor number you sorted will slide down and out of the deck. You can guide these cards with your hand as they start to fall.



Step 5. Place the cards which fall from the deck into a stack, face up. These cards represent Worker Trait Groups related to the factor part for which you sorted. Check the cards which remain on the needle. Be sure all of the loose cards have come out of the deck.

Step 6. Remove the remaining cards from the needle and place them face down in a separate stack. Be sure to keep this stack separate from those that fell out of the deck.

You should have two stacks of cards when you finish sorting the deck. The "face up" stack should contain the cards that dropped out of the deck. The other stack "face down" should contain the cards that stayed on the needle. The "face up" stack represents the Worker Trait Groups related to the factor on which you sorted.

Read the titles and brief paragraph descriptions of all the cards in your "face up" deck. To explore any or all of these Worker Trait Groups in more detail, use the Worker Trait Group number in the upper lefthand corner. This number is keyed to the Career Information System materials. Full descriptions of the Worker Trait Groups are located in the **Worker Trait Group Guide.** Other occupational information is filed and indexed by the Worker Trait Group number.

SORTING INSTRUCTIONS

WORK ACTIVITIES

The deck is designed to help you identify Worker Trait Groups related to your preferred Work Activities. As a result, before using the deck, you should have completed the following activities to help you identify your preferences.

- Viewing the filmstrip "Work Activities" (Unit VI, Activity A).
- Reviewing the definitions of Work Activities (Unit VI, Activity B).
- Completing the Work Activity Preference Checklist (Unit VI, Activity C).

There are three types of sorting methods you can use to identify Worker Trait Groups related to your preferred Work Activities. As you follow the instructions for the three methods, use the order of preference in which you ranked the types of Work Activities in the checklist.

A. **The "Or" Sorting Method.** This method is used to identify Worker Trait Groups related to the type of Work Activity you rated as your **first**, or **second**, or **third** choice. This will identify the Worker Trait Groups related to **at least one** of your first three choices.

B. **The "And" Sorting Method.** This method is used to identify Worker Trait Groups related to **all** three of your first three choices.

C. **The "Negative" Sorting Method.** This method is used to identify Worker Trait Groups that are related to the Work Activities you **dislike.**

The three sorting methods can be used independently or in sequence. They may also be combined.

"Or" Sorting Method: Specific Instructions

1. Locate the Work Activity number on which you want to sort.
2. Insert the needle through the numbered hole for your **first choice.** The cards which fall from the deck should be placed "face up." This is your **"keep stack."**
3. Insert the needle through the numbered hole for your **second choice.** The cards which fall from the deck should be placed face up on top of your "keep stack."
4. Repeat this procedure for your **third choice.** The cards that remain on the needle after your third choice sort should be placed "face down." This is your discard stack.
5. Read the titles and brief descriptions of the cards in your "keep stack." You can discard any that do not interest you. For more detailed exploration of any groups, you may read their expanded descriptions in the **Worker Trait Group Guide.***

If you now wish to follow the "And" Sorting Method, just use the cards in your "keep stack."

"And" Sorting Method: Specific Instructions

1. Locate your **first choice** Work Activity number and insert the needle through the numbered hole. The cards which fall from the deck should be placed "face up." This is your "keep stack." The cards that stay on the needle should be placed "face down." This is your "discard stack."
2. Sort the "keep stack" of cards again by inserting the needle into the hole numbered for your **second choice.** Keep the cards that fall from the deck. The cards that stay on the needle were related to your first choice but not your second choice. You should review what Worker Trait Groups you are eliminating before placing them "face down" on your "discard stack." If you are really interested in a particular Worker Trait Group and you do not want to discard it, you can keep it in your "keep stack." Just remember that it was not related to your second choice.

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* Developed by Appalachia Educational Laboratory, Inc. and published by McKnight Publishing Company.

3. The cards in your "keep stack" now represent Worker Trait Groups related to both your first and second choices. Review the Worker Trait Group titles.
4. Sort the "keep stack" using the hole numbered for your **third choice.** The cards that fall from the needle relate to your **first and** second **and** third choice. Use the procedures in Steps 2 and 3 to review the cards remaining on the needle. (You may not have had any cards remaining after the third sort.)
5. Now the "keep stack" represents those Worker Trait Groups that relate to **all three of your choices.** Review the Worker Trait Group titles and write down the Worker Trait Group numbers of these cards for further exploration.

"Negative" Sorting Method: Specific Instructions

1. Locate the number of the Work Activity you dislike and insert the needle through the numbered hole. The cards that fall from the deck are related to your "dislike" choice and should be **discarded.**
2. The cards that remain on the needle may also be sorted for other "dislike" choices.
3. You may wish to sort for your "dislike" choices on the "keep stack" from an "Or" or "And" Sorting Method.

The sorting methods may also be used to combine two different factors such as Work Activities and Work Situations. To sort on two factors, use the "keep stack" from the first factor to sort on the second factor.

WORK SITUATIONS

The deck is designed to help you identify Worker Trait Groups related to your preferred Work Situations. As a result, before you use the deck, you should have completed the following activities to help you identify your preferences.

- Viewing the filmstrip "Work Situations" (Unit VII, Activity A).
- Reviewing the definitions of Work Situations (Unit VII, Activity B).
- Completing the Work Situation Preference Checklist (Unit VII, Activity C).

There are three types of sorting methods you can use to identify Worker Trait Groups related to your preferred Work Situations. As you follow the instructions for the three methods, use the order of preference in which you ranked the types of Work Situations in the checklist.

A. **The "Or" Sorting Method.** This method is used to identify Worker Trait Groups related to the type of Work Situation you rated as your **first,** or **second,** or **third** choice. This will identify the Worker Trait Group related to **at least one** of your first three choices.

B. **The "And" Sorting Method.** This method is used to identify Worker Trait Groups related to **all** three of your first three choices.

C. **The "Negative" Sorting Method.** This method is used to identify Worker Trait Groups that are related to the Work Situations you **dislike.**

The three sorting methods can be used independently or in sequence. They may also be combined.

"Or" Sorting Method: Specific Instructions

1. Locate the Work Situation number on which you want to sort.
2. Insert the needle through the numbered hole for your **first choice.** The cards which fall from the deck should be placed "face up." This is your **"keep stack."**
3. Insert the needle through the numbered hole for your **second choice.** The cards which fall from the deck should be placed "face up" on top of your "keep stack."
4. Repeat this procedure for your **third choice.** The cards that remain on the needle after your third choice sort should be placed "face down." This is your discard stack.
5. Read the titles and brief descriptions of the cards in your "keep stack." You can discard any that do not interest you. For more detailed exploration of any groups, you may read their expanded descriptions in the **Worker Trait Group Guide.**

If you now wish to follow the "And" Sorting Method, just use the cards in your "keep stack."

"And" Sorting Method: Specific Instructions

1. Locate your **first choice** Work Situation number and insert the needle through the numbered hole. The cards which fall from the deck should be placed "face up." This is your "keep stack." The cards that stay on the needle should be placed "face down." This is your "discard stack."
2. Sort the "keep stack" of cards again by inserting the needle into the hole numbered for your **second choice.** Keep the cards that fall from the deck. The cards that stay on the needle were related to your first choice but not your second choice. You should review what Worker Trait Groups you are eliminating before placing them "face down" on your "discard stack." If you are really interested in a particular Worker Trait Group and you do not want to discard it, you can keep it in your "keep stack." Just remember that it was not related to your second choice.
3. The cards in your "keep stack" now represent Worker Trait Groups related to both your first and second choices. Review the Worker Trait Group titles.
4. Sort the "keep stack" using the hole numbered for your **third choice.** The cards that fall from the needle relate to your first **and** second **and** third choice. Use the procedures in Steps 2 and 3 to review the cards remaining on the needle. (You may not have had any cards remaining after the third sort.)
5. Now the "keep stack" represents those Worker Trait Groups that relate to **all three of your choices.** Review the Worker Trait Group titles and write down the Worker Trait Group numbers of these cards for further exploration.

"Negative" Sorting Method: Specific Instructions

The Work Situations relate to adaptive skills. On the checklist, you identified Work Situations you would like to avoid or to which you felt it would be difficult to adapt. The "Negative" Sorting Method can help you identify Worker Trait Groups related to these Work Situations.

1. Locate the number of the Work Situation you dislike and insert the needle through the numbered hole. The cards that fall from the deck are related to your "dislike" choice and should be **discarded.**
2. The cards that remain on the needle may also be sorted for other dislike choices.
3. You may wish to sort for your "dislike" choices on the "keep stack" from the "negative" sort on the cards remaining after an "Or" or "And" Sorting Method.

The sorting methods may also be used to combine two different factors such as Work Activities and Work Situations. To sort on two factors, use the "keep stack" from the first factor to sort on the second factor.

PREPARATION

The Preparation Section of the deck is designed to help you identify Worker Trait Groups related to your interests and preferences regarding education, training, and job entry. Read **all** of the following questions. Then, select the questions which best relate to your interests and follow the sorting procedures below these questions.

1. **What Worker Trait Groups include occupations for which a high school level vocational program would be adequate preparation?**

   Sort the deck using the "V" hole. The cards that drop will represent the Worker Trait Groups for which a vocational program would be a preparation route.

   a. **What kinds of jobs could I get immediately after completing a vocational course?**

      Sort the cards that have fallen using the "E" hole. The cards that drop will identify Worker Trait Groups which include entry occupations for people who have completed vocational programs.

b. **If I complete a vocational program, what long-range occupational goals might I hope to meet?**

Sort all of the cards which fell on the "V" sort using the "A" hole. The cards that drop will identify Worker Trait Groups which include occupations to which you might advance as an experienced worker with vocational training.

2. **What Worker Trait Groups include occupations for which a one- or two-year post high school technical program would be adequate preparation?**

Sort the deck using the "T" hole. The cards that drop will represent Worker Trait Groups for which a post high school technical program is required or is adequate.

a. **What kinds of jobs could I get immediately after completing a technical program?**

Sort the cards that have fallen using the "E" hole. The cards that drop will identify Worker Trait Groups which include entry jobs for people who have completed technical programs.

b. **If I complete a technical program, what long-range occupational goals might I hope to meet?**

Sort all of the cards which fell on the "T" sort using the "A" hole. The cards that drop will identify Worker Trait Groups which include occupations to which you might advance as an experienced work with technical training.

3. **What Worker Trait Groups include occupations for which a four-year college degree would be required or adequate preparation?**

Sort the deck using the "C" hole. The cards that drop will represent Worker Trait Groups for which a four-year college degree is required or adequate.

a. **What kinds of jobs could I get immediately after receiving a baccalaureate degree?**

Sort the cards that have fallen using the "E" hole. The cards that drop will identify Worker Trait Groups which include entry jobs for people who have completed four-year college degree programs.

b. **If I earn a four-year college degree, what long-range occupational goals might I hope to meet?**

Sort all of the cards which fell on the "C" sort using the "A" hole. The cards that drop will identify Worker Trait Groups which include occupations to which you might advance as an experienced worker with technical training.

4. **What Worker Trait Groups include occupations for which an advanced college degree (master or doctoral degree) would be required or preferred?**

Sort the deck using the "G" hole. The cards that drop will represent Worker Trait Groups for which a graduate college program is required or preferred.

5. **What Worker Trait Groups include occupations for which I might qualify after I leave school if I take no vocational or post high school programs?**

Sort the deck using the "N" hole. Keep the cards that drop and sort them again using the "E" hole. The cards that drop on this second sort will identify Worker Trait Groups which include entry jobs for people with no formal preparation and training. However, most employers prefer workers who have completed at least a high school education.

6. **If I go to work without completing a formal education or training program, what long-range occupational goals might I hope to meet?**

Sort the complete deck using the "N" hole. Keep the cards that drop and sort them again using the "A" hole. The cards that drop on this second sort will identify Worker Trait Groups which include occupations to which you might advance as an experienced worker with no formal preparation and training.

7. **What Worker Trait Groups include occupations that I might explore as potential for part-time and summer employment?**

Sort the deck using the "N" hole. Keep the cards that drop and sort them again using the "E" hole. The cards that drop on this second sort will identify Worker Trait Groups which include entry jobs requiring no formal education or training. Many of these occupations provide temporary employment for people working on post high school programs. However, you should also explore lower level jobs related to the occupations for which you are preparing. Related work experience is often helpful in gaining employment after you complete your preparation.

8. **How can I combine my educational plans and my interests and other characteristics?**
   When you complete any of the preceding sorts, you can use other factors on the Keysort cards such as Work Activities or Work Situations to do a second sort on the cards that dropped. The cards that drop on this second sort will identify Worker Trait Groups that relate to your educational plans as well as your preferences for work activities or other factors.

The various education and training programs related to the Preparation Factor are described in Appendix H of the **Worker Trait Group Guide.** You should review this information and understand the type of program related to each of the code letters.

PHYSICAL DEMANDS

Physical Demands are the physical requirements of an occupation and the physical capacities a worker must have to perform the major tasks. You can use the Keysort cards to identify Worker Trait Groups with occupations that have specific physical demands. This may be important to you if you are interested in special types of physical activities or if you are unable to perform certain types. This may be particularly important for individuals with sight, hearing, or other types of physical limitations.

First, read the Physical Demands descriptions in Appendix D of the **Worker Trait Group Guide.** Then select the Physical Demands for which you want to sort Worker Trait Groups. Identify the code numbers or letters of the Physical Demands. You will use these codes as you follow the sorting procedures.

Sorting Procedures

1. To find Worker Trait Groups related to Physical Demands you might **like** to perform, insert the Keysort needle in the hole coded for the one most important to you. The cards that fall from the deck represent Worker Trait Groups you may want to explore further. If you are sorting on more than one Physical Demand, repeat this process with the entire deck. You may want to examine some of these Worker Trait Groups further.
2. To find Worker Trait Groups related to Physical Demands you may wish to **avoid,** sort the deck using the codes for those Physical Demands. The cards that fall from the deck represent Worker Trait Groups you should examine carefully. Remember, all of the occupations that belong to a Worker Trait Group may not require each Physical Demand. As you explore at the occupational level, you should look for this requirement.
3. You may combine sorting on Physical Demands with other factors. This procedure can help you sort out Worker Trait Groups related to Physical Demands you wish to avoid as you sort on other factors.

GENERAL EDUCATIONAL DEVELOPMENT (GED)

General Educational Development (GED) is the combination of knowledge and reasoning ability related to successful job performance. There are six GED levels ranging from one (low) to six (high). Each Worker Trait Group has been assigned one or more GED levels.

Each of the GED levels may be considered in terms of interest and ability. Read the GED statements found in Appendix G of the **Worker Trait Group Guide.** Note how they range from concrete (low) to abstract (high) with different combinations in between. You may not now have the knowledge and reasoning skills represented by some of the GED statements. However, you can plan on obtaining them as you gain experience. You may learn these skills through experience outside of school as well as in school or formal training programs.

You may use the following sorting methods to identify Worker Trait Groups related to GED levels.

Method A. This method is designed to help you get an understanding of the Worker Trait Groups related to each of the GED levels. To do this start with the **highest level.** Insert the needle through GED hole number 6. The cards that fall from the deck represent the Worker Trait Groups needing this level of GED. Read the Worker Trait Group titles. Then place these cards "face down." Sort the remaining cards for level number 5 following the same procedure. Continue this process for each level.

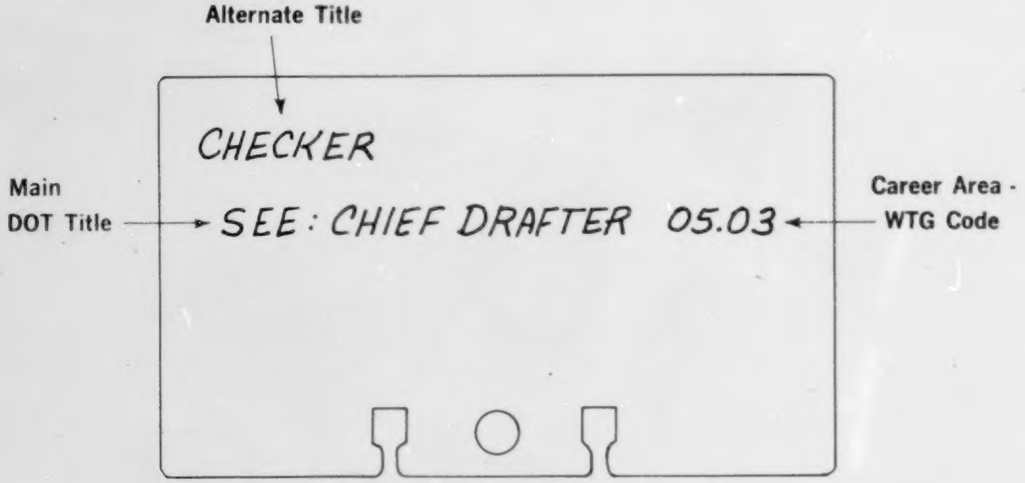
Method B. This method is used to identify those Worker Trait Groups related to the highest GED level you aspire to have. To do this, use the GED number representing your highest level of aspiration. Insert the needle through your selected GED number. The cards that fall from the deck represent Worker Trait Groups matching your GED level of aspiration. Read these Worker Trait Group titles. Set aside those cards representing your level of aspiration. Sort the deck using GED level numbers higher than the number of your GED level of aspiration. The cards that fall from the deck for those numbers will represent Worker Trait Groups above your GED level of aspiration. The remaining cards that did not fall from the needle represent those below your GED level of aspiration.

When sorting the Keysort Deck on other factors, such as Work Activities or Work Situations, you may also wish to do a combined sort with the GED number representing your level of aspiration. If you do this, you should use Method B.

The GED level descriptions in Appendix G of the **Worker Trait Group Guide** are statements that represent all Worker Trait Groups in general. You can read full descriptions of the Worker Trait Groups in the **Worker Trait Group Guide.** A specific GED description is located in the profile section of each Worker Trait Group. This description outlines the specific knowledge and reasoning ability related to that Group.

If there is information on the occupation in resources other than the OOH and the EOC, codes will be entered in the space after "References." Use these codes to find the references to the occupation in the **Worker Trait Group Index to Occupational Information.** (This index is described in Stop 6.) Codes entered in the space after "Experience Resources" identify the types of experience available related to the occupation. If you know the type of experience the code stands for and have an interest in it, you can schedule the experience with the person responsible. If you do not know what the code stands for, look up the definition on the Experience Resources divider in the **Worker Trait Group Index to Occupational Information.** You may also wish to see what experiences are available for other occupations belonging to that Worker Trait Group. These are located behind the Experience Resources divider in the **Worker Trait Group Index to Occupational Information.**

Also in the **Alphabetical Card File** is another type of card. This card cross-references alternate or other titles to the Main DOT Title and correct Career Area - WTG code. The following is an example of this card.



APPENDIX B

WORKER TRAIT GROUP DIGEST

01. ARTISTIC

This is an interest in creative expression of **feelings** or **ideas.**

You can satisfy this interest in several of the creative or performing arts fields. You may enjoy literature. Perhaps writing or editing would satisfy you. You may prefer to work in the performing arts. You could direct or perform in drama, music, or dance. You may enjoy the visual arts. You could find a job as a critic or creator in painting, sculpture, or ceramics. You may want to use your hands to create or decorate products. You may also prefer to model or develop entertaining acts.

01.01 LITERARY ARTS

Literary arts include prose, poetry, and drama. Workers in this group write, edit, analyze, or direct the production or publication of some type of literary art. Companies which publish books, magazines, greeting cards, or newspapers employ workers in this group. Jobs in the literary arts are also found in the radio, television, and motion picture industries. Some writers are self-employed and sell their work to publishers.

01.02 VISUAL ARTS

Visual arts include drawing, painting, sculpture, ceramics, photography, and design. Advertising agencies, printing and publishing firms, art schools, and department stores employ visual artists. Television and motion picture studios and industrial firms also employ these workers. Some artists are self-employed. They may teach or may sell their work themselves or through an agent.

01.03 PERFORMING ARTS: DRAMA

Drama, as used here, includes plays, musicals, readings, pantomimes, and similar performances. Tasks in this group include performing, teaching, and directing. Radio stations, television and motion picture studios, and theaters employ workers in this group. Schools and colleges also employ some of these workers.

01.04 PERFORMING ARTS: MUSIC

Music, as used here, includes playing an instrument, singing, arranging, and composing. Teaching and directing music groups are also included. Workers in this group can find jobs in theaters, television and radio stations, concert halls, or wherever music is performed. Schools and colleges, recording studios, and music publishing companies also employ these workers.

01.05 PERFORMING ARTS: DANCE

Dance, as used here, includes composing, performing, or teaching rhythmic body movements. Television and movie studios, theaters, and night clubs employ workers in this group. Schools and colleges may also employ these workers.

01.06 TECHNICAL ARTS

Technical arts includes graphics, handcrafts, and product decoration. Workers in this group use materials such as wood, stone, clay, metal, and gemstones. Industries such as printing and publishing, map making, taxidermy, and jewelry employ these workers. Companies making furniture or ceramic tiles also have jobs in this group. Some workers are self-employed and sell their own products.

01.07 AMUSEMENT

Amusement, as used here, includes performing an act to entertain people in a setting such as a carnival. Workers attract people's attention by shouting, gesturing, or wearing a costume. Carnivals, street fairs, and amusement parks often employ these workers.

01.08 MODELING

Modeling involves appearing before a camera or an audience with no speaking assignment. Workers show how clothes and jewelry look when worn, stand in for movie performers, and pose for artists. Stores, motion picture studios, and artists' and photographers' studios employ these workers.

02. SCIENTIFIC

This is an interest in researching and collecting data about the natural world and applying them to problems in medical, life, or physical sciences.

You can satisfy this interest by working with the knowledge and processes involved in the sciences. You may enjoy to research and develop new knowledge in mathematics. Perhaps solving problems in the physical or life sciences would satisfy you. You may prefer to study medicine and help humans or animals. You could work as a practitioner in the health field. You may want to work with scientific equipment and procedures. You could seek a job in research or testing laboratories.

02.01 PHYSICAL SCIENCES

Physical sciences are based on mathematics, physics, and chemistry. Workers in this group research, discover, and test new theories. Some workers research new or improved materials or processes for production and construction. Other workers research such fields as geology, astronomy, oceanography, and computer science. All of the workers' conclusions are based on data that can be measured or proved. Industries, government agencies, or large universities employ most of these workers in their research facilities.

02.02 LIFE SCIENCES

Life sciences are the studies of plants and animals. Workers in this group conduct research and experiments to expand knowledge about living organisms. Workers may try to solve problems related to the effects of the environment on plant and animal life. They may study causes of diseases and methods of control. Hospitals, government agencies, industries, or universities usually employ these workers in their research facilities.

02.03 MEDICAL SCIENCES

Medical sciences involve the prevention, diagnosis, and treatment of human and animal diseases, disorders, or injuries. Some workers in this group specialize in treating specific kinds of illnesses or areas of the body. Doctors, dentists, veterinarians, and other health workers usually work in hospitals or clinics.

02.04 LABORATORY TECHNOLOGY

Laboratory technology involves using special equipment to perform tests in chemistry, biology, or physics. Workers in this group record data obtained from experiments and tests. They help scientists, researchers, and engineers in their work. Hospitals, government agencies, universities, and private industries employ these workers in their research labs.

03. NATURE

This is an interest in activities involving the physical care of plants and animals, usually in an outdoor setting.

You can satisfy this interest by working in farming, forestry, fishing, and related fields. You may like doing physical work outdoors, working on a farm. You may enjoy animals. Perhaps training or taking care of animals would satisfy you. You may prefer to use your management abilities. You could own, operate, or manage farms or related businesses or services.

03.01 MANAGERIAL WORK: NATURE

Managerial work: nature is the managing and directing of work in farming, logging, or forestry. It includes fish and animal breeding, landscaping, and ranching. Some workers in this group own and operate their own farms or related businesses. Private owners, large companies, and the government also employ workers in this group. Managers often do physical work with the people they direct. Job settings include farms, ranches, landscape nurseries, fish hatcheries, and forests.

03.02 GENERAL SUPERVISION: NATURE

General supervision: nature is overseeing several kinds of work in farming, fishing, or forestry. Workers in this group usually work under a general manager. Job settings include farms, ranches, landscape nurseries, fish hatcheries, forests, and fishing boats.

03.03 ANIMAL TRAINING AND CARE

Animal training and care include the feeding and taking care of animals used for various purposes. Animals are trained to entertain or be of service to people. Many dogs, cats, birds, and fish are raised and sold as pets. Wild animals, marine animals, horses, and dogs are trained to perform or to race. Dogs are trained to lead the blind or protect people and property. Small animals are raised for medical research. Animal shelters, zoos, circuses, and pet shops employ workers in this group. Race tracks, medical labs, marine animal shows, and animal training schools also employ these workers.

Veterinarians and jobs related to the caring of farm animals are not included in this group.

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03.04 ELEMENTAL WORK: NATURE

Elemental work: nature involves the use of physical strength and energy to do things with your hands. Work in this group of jobs is usually done outside. These jobs are found on farms, fishing boats, or along fishing waters. Workers in this group may also find jobs in forests, parks, gardens, or nurseries.

04. AUTHORITY

This is an interest in using authority to protect people and property.

You can satisfy this interest by working in law enforcement, fire fighting, and related fields. You may enjoy mental challenge and intrigue. You could investigate crimes or fires. You may prefer to fight fires and respond to other emergencies. You may want more routine work. Perhaps a job in guarding or patrolling would satisfy you. You may prefer to use your management ability. You could seek leadership positions in law enforcement and the protective services.

04.01 SAFETY AND LAW ENFORCEMENT

Safety and law enforcement is the enforcing of rules concerning public welfare and safety. Most jobs in this group are in government services. Police departments, fire departments, and similar agencies employ many workers. Businesses offer a few job openings.

04.02 SECURITY SERVICES

Security services keep people and property safe from unlawful acts or from such hazards as fires or accidents. Many jobs in this group are found in government service. Hotels, stores, resorts, and industries may hire workers in this group.

05. MECHANICAL

This is an interest in applying mechanical principles to practical situations, using machines, hand tools, or techniques.

You can satisfy this interest in a variety of work ranging from routine to complex professional jobs. You may enjoy working with ideas about things. You could seek a job in engineering or in a related technical field. You may prefer to deal directly with things. You could find a job in the crafts and trades, building, making, or repairing things. You may like to drive or operate vehicles and special equipment. You may prefer routine or physical work in settings other than factories. Perhaps work in mining or construction would satisfy you.

05.01 ENGINEERING

Engineering is the use of science and mathematics to solve problems in construction, manufacturing, and other industries. Factories, construction companies, mines, oil fields, and research labs employ workers in this group.

05.02 MANAGERIAL WORK: MECHANICAL

Managerial work: mechanical is the directing of technical operations in an industry, utility, or government agency. Jobs in this group are found in such fields as mining, construction, communications, manufacture, transportation, and fuel production.

05.03 ENGINEERING TECHNOLOGY

Engineering technology is the technical detail work required to apply engineering ideas. This work includes surveying, drafting, and engineering technology. It also includes controlling the flow of materials to meet production schedules. Factories, construction companies, architects, engineering firms, and research labs employ workers in this group.

05.04 AIR AND WATER VEHICLE OPERATION

Air and water vehicle operation is the moving of passengers or cargo by plane or ship. The workers included in this group pilot airplanes or ships or supervise others who do. They work for shipping companies and commercial airlines. Companies and people who have their own boats or airplanes also hire these workers. Workers in this group travel to many ports or airports in the world.

05.05 CRAFT TECHNOLOGY

Craft technology is highly skilled custom hand and machine work requiring mastery of a process or technique. Food preparation is also included in this group. Industries such as construction and printing employ workers in this group. Some workers provide mechanical services to people and businesses. Large restaurants hire some of these workers to oversee food preparation.

05.06 SYSTEMS OPERATION

Systems operation is the control and care of equipment in a mechanical system. The system may create and distribute electricity, heat and cool a building, or treat and distribute water. Jobs in this group are found in oil fields, refineries, utility companies, and large buildings.

05.07 QUALITY CONTROL

Quality control is inspecting and checking equipment, materials, and products in settings other than factories. Work may involve measuring or testing raw materials to check whether quality standards are met. Workers in this group are employed in such settings as mines, loading docks, quarries, warehouses, oil fields, and construction sites.

05.08 LAND VEHICLE OPERATION

Land vehicle operators drive freight hauling vehicles or supervise others who do. Railroad companies, trucking firms, and delivery services employ workers in this group. Companies which own and operate freight carriers for their own use also hire these workers. Jobs in this group are scattered throughout the country.

05.09 MATERIALS CONTROL

Materials control is the shipping, receiving, and storing of materials and products. Workers count the products, keep records, and make schedules to control the flow of materials. Firms which make, sell, distribute, or receive large quantities of materials or products employ these workers. Jobs in this group are also found in hospitals and government agencies.

05.10 SKILLED HAND AND MACHINE WORK

Skilled hand and machine work, as used here, is custom work requiring some knowledge of processes and techniques. Food preparation is also included in this group.

The construction and mining industries employ workers in this group in settings other than factories. Firms which repair, install, and maintain products also employ these workers. Hotels and restaurants hire workers who prepare foods.

05.11 EQUIPMENT OPERATION

Equipment operation is the use of machinery for excavating, drilling, paving, mining, hoisting, or dredging.

Jobs in this group are found in mining and construction sites, factories, warehouses, and docks.

05.12 ELEMENTAL WORK: MECHANICAL

Elemental work: mechanical is lifting and carrying materials, tools, and equipment or keeping equipment and work areas clean. Some workers operate simple machines. Workers in this group usually follow instructions and make a few job decisions. Jobs in this group are found in mining, construction, and settings other than factories.

06. INDUSTRIAL

This is an interest in repetitive, concrete, organized activities in a factory setting.

You can satisfy this interest by working in numerous industries which manufacture goods on a mass production basis. You may enjoy manual work, using your hands or hand tools. Perhaps you may prefer to operate or tend machines. You may like to inspect, sort, count, or weigh products. You may prefer to use your training and experience to set up machines or supervise other workers.

06.01 PRODUCTION TECHNOLOGY

Production technology involves a complex knowledge of a product or process to set up and operate production machines. Workers in this group also inspect products thoroughly, do precise hand work, and supervise less skilled workers. Jobs in this group are found in various industries involved in manufacturing and processing.

06.02 PRODUCTION WORK

Production work is hand and machine work requiring skills developed through training and experience. Workers in this group also perform a general inspection of products and supervise production workers. Jobs in this group are found in manufacturing and processing plants.

06.03 PRODUCTION CONTROL

Production control means to regulate the quality of products and materials. Workers in this group inspect, test, weigh, or sort products and materials. Some workers also record data. Jobs in this group are found in manufacturing and processing plants.

06.04 ELEMENTAL WORK: INDUSTRIAL

Elemental work: industrial is routine work requiring little training or experience. Tasks include loading and unloading machines as well as using simple hand tools. Jobs in this group are found in manufacturing and processing plants.

07. BUSINESS DETAIL

This is an interest in activities requiring accuracy and attention to details, primarily in an office setting.

You can satisfy this interest in a wide variety of jobs in which you can attend to the details of a business operation. You may enjoy using your math skills. Perhaps a job in billing, computing, or financial record keeping would satisfy you. You may prefer to deal with people. You would seek a job in which you meet the public, talk on the telephone, or supervise other workers. You may like to operate computer terminals, typewriters, or bookkeeping machines. Perhaps a job in record keeping, filing, or recording would satisfy you. You may prefer to use your training and experience to manage offices and supervise other workers.

07.01 ADMINISTRATIVE DETAIL

Administrative detail is technical clerical work requiring special skills and knowledge. Workers in this group make minor decisions related to office operations. Jobs in this group are found in the offices of businesses, industries, courts, and government agencies. Doctors, lawyers, and other professionals also hire these workers.

07.02 MATHEMATICAL DETAIL

Mathematical detail is clerical work using arithmetic skills to process numerical data related to a business operation. Work involves figuring and keeping records of quantities, costs, and charges. Jobs in this group are found in businesses, industries, and government agencies. Banks, finance companies, and accounting firms hire many of these workers.

07.03 FINANCIAL DETAIL

Financial detail is work requiring math skills as well as an ability to deal with the public. Workers in this group also keep records and supervise the work of others. Jobs in this group are found where money is paid to or received from the public. Banks and other financial institutions also employ workers in this group.

07.04 INFORMATION PROCESSING: SPEAKING

Information processing, as used here, is speaking with people as a main job task. Some workers in this group use telephones, radios, or the telegraph. Businesses, institutions, and government agencies employ most of these workers in their offices.

07.05 INFORMATION PROCESSING: RECORDS

Information processing, as used here, means to compile, review, or maintain records. Workers in this group also schedule workers and check records for accuracy. Jobs in this group are found in most offices, institutions, and government agencies.

07.06 CLERICAL MACHINE OPERATION

Clerical machine operation involves the use of business machines to record or process data. These machines are used to type, sort, compute, send, or receive data. These jobs are found wherever large amounts of data are processed, sent, or received. Businesses, industries, and government agencies employ most of the workers in this group.

07.07 CLERICAL HANDLING

Jobs in this group involve performing clerical duties requiring little specific preparation or skill. These duties are to file, sort, copy, route, or deliver data. Most large businesses, industries, and government agencies employ these workers.

08. PERSUASIVE

This is an interest in influencing others through sales and promotional techniques.

You can satisfy this interest in a wide variety of sales jobs. You may enjoy selling technical products or services. Perhaps you may prefer a selling job which requires less background knowledge. You may enjoy dealing with business and industrial workers. You could seek a job in wholesale sales. You may like to deal with the general public. You could work in stores, sales offices, or in customers' homes. You may prefer to buy and sell products to make a profit.

08.01 SALES TECHNOLOGY

Sales technology is the selling of technical equipment such as industrial machinery. Jobs also include the selling of insurance and services. Some workers in this group buy as well as sell. Wholesale, service, insurance, and other private firms employ workers in this group.

08.02 GENERAL SALES

General sales are the selling of products or services to businesses, industries, or persons. Jobs in this group are found wherever there is contact with people for the purpose of selling. Settings include retail and wholesale stores and businesses.

08.03 VENDING

Vending is the peddling of inexpensive items in public buildings, at public gatherings, or on street corners. Most jobs are found in restaurants, clubs, or sports arenas.

09. ACCOMMODATING

This is an interest in catering to and serving the desires of others, usually on a one-to-one basis.

You can satisfy this interest by providing services for the convenience of others. You may enjoy making others feel at ease by providing hospitality services. You may prefer to improve the appearance of others. Perhaps working in the hair and beauty care field would satisfy you. You may like to provide personal services such as taking tickets, carrying baggage, or ushering.

09.01 HOSPITALITY SERVICES

Hospitality services help people feel at ease and enjoy themselves. These services may involve planning and directing social events or guiding people through museums, cities, or countries. Airline, railroad, ship, and escort companies, as well as resorts and hotels, employ workers in this group. Jobs also can be found in social clubs.

09.02 BARBERING AND BEAUTY SERVICES

Barbering and beauty services are intended to change or improve personal appearance. Barbering service includes haircuts, facial massages, scalp treatments, and shaves. Beauty service includes the care of skin and hair. Barber and beauty shops employ workers in this group. Some workers own and operate their own businesses.

09.03 PASSENGER SERVICES

Passenger services are the transporting of people by bus, taxi, limousine, or other vehicle. The workers included in this group drive such vehicles or instruct and supervise those who do. Taxi, bus, or street railway companies hire most workers in this group. Some workers are employed by hospitals. Others work for branches of local government, such as public schools.

09.04 CUSTOMER SERVICES

Customer services involve providing people with various services in commercial settings. Tasks usually include receiving payment and making change for the services rendered. Hotels, restaurants, resorts, and stores employ workers in this group. Some of these jobs are found on board trains, airplanes, and ships.

09.05 ATTENDANT SERVICES

Attendant services are tasks performed for the comfort and convenience of other people. Attendant services take place in a variety of public and private settings. These settings include hotels, restaurants, athletic clubs, gambling casinos, reducing salons, and private homes. Airports, theaters, and sports arenas may employ these workers.

10. HUMANITARIAN

This is an interest in helping individuals with their mental, spiritual, social, physical, or vocational concerns.

You can satisfy this interest through jobs in which a concern for the welfare of others is important. Perhaps the spiritual or mental well-being of others concerns you. You could seek a job in religion or counseling. You may prefer to help others with physical problems. You could work in the nursing, therapy, or rehabilitation field. You may like to provide needed but less difficult care by working as an aide, orderly, or technician.

10.01 SOCIAL SERVICES

Social services help people, either one person at a time or in groups. Workers in this group help people solve both day-to-day and special problems. These problems may be related to a person's social, personal, vocational, educational, or religious development. Churches, schools, guidance centers, and mental clinics employ these workers. Agencies such as welfare, employment, vocational rehabilitation, and juvenile court also offer jobs in this group.

10.02 NURSING AND THERAPY SERVICES

Nursing and therapy services involve caring for and treating people to promote their physical and emotional well-being. Most workers in this group are concerned with ill and injured people. They also care for and treat people with physical handicaps. Some workers train or supervise others engaged in the care and treatment of patients. Hospitals, nursing homes, and rehabilitation centers hire workers in this group. Schools, industrial plants, doctors' offices, and private homes also offer these jobs.

10.03 CHILD AND ADULT CARE

Child and adult care involves assisting in the physical care or welfare of others. Some workers assist in the care and treatment of the sick, injured, or physically handicapped. Other workers mainly care for young children or the elderly. Hospitals, clinics, day care centers, and nursery schools hire workers in this group. Treatment centers for the handicapped and private homes also provide jobs in this group.

11. SOCIAL-BUSINESS

This is an interest in leading and influencing others through activities involving verbal or numerical abilities.

You can satisfy this interest through study and work in a wide variety of professional fields. You may enjoy the challenge and responsibility of leadership. You could seek work in administration or management. You may prefer to work with technical details. You could find a job in finance, law, social research, or public relations. You may like to help others learn. Perhaps working in education would satisfy you.

11.01 MATHEMATICS AND STATISTICS

Mathematics and statistics involve working with numerical data and computer systems. Workers in this group apply theories in mathematics to solve problems or conduct research. Colleges, firms, and government agencies which use computers or conduct statistical research employ these workers.

11.02 EDUCATIONAL AND LIBRARY SERVICES

Educational and library services include teaching, counseling, and library work. Job settings are schools, colleges, libraries, and other educational agencies.

11.03 SOCIAL RESEARCH

Social research is the study and analysis of information about people and societies. This work may include researching past events and cultures or studying and solving current social problems. Museums, schools and colleges, government agencies, and private research foundations employ workers in this group.

11.04 LAW

Law, as used here, involves applying the knowledge of laws to advise people and businesses on their rights and obligations. Workers in this group define the meaning of laws to use it in courts of law, hearings, and business activities. Law firms, government agencies, private businesses employ these workers. Some workers may be self-employed and have their own practice. Others may be elected or appointed to public offices.

11.05 BUSINESS ADMINISTRATION

Business administration is the management of a public agency or private business. Workers in this group develop operating procedures, analyze problems, and supervise workers. Businesses, industries, government agencies, unions, and professional groups employ these workers.

11.06 FINANCE

Finance involves the design and control of financial records and the analysis of financial data. Workers in this group check financial record keeping systems for accuracy and supervise the work of others. Banks, loan companies, and investment firms employ these workers. Businesses, industries, colleges, and government agencies also hire these workers for their financial services.

11.07 SERVICES ADMINISTRATION

Services administration is the management of agencies which provide health, welfare, education, or recreation services. Workers in this group usually supervise others who carry out the functions of a specific service. Schools, colleges, hospitals, prisons, community programs, and government agencies employ these workers.

11.08 COMMUNICATIONS

Communications include the writing, editing, and translating of nonfictional information. Some workers also read news reports on radio or television.

Newspapers, publishing firms, and radio and television stations employ these workers. Businesses, government agencies, and professional groups usually provide some openings.

11.09 PROMOTION

Promotion involves advertising products or services, raising money, or influencing the opinions of others. Some workers in this group deal directly with the public. Advertising agencies, businesses and industries, colleges, unions, professional groups, and government agencies employ these workers.

11.10 REGULATIONS ENFORCEMENT

Regulations enforcement is the enforcing of laws about finance, people's rights, health and safety, and similar matters. However, workers in this group are not part of a police force. These workers examine procedures, products, and services to assure that government regulations are followed. Most jobs in this group are found in government agencies. Businesses also hire workers in this group to enforce company policies.

11.11 BUSINESS MANAGEMENT

Business management means to direct the activities of a company or a store. Workers in this group carry out operating policies and procedures and supervise others. All types of businesses employ these workers. These businesses include hotels, recreation centers, and stores as well as transportation and service companies. Some government agencies also hire these workers.

11.12 CONTRACTS AND CLAIMS

Contracts and claims include negotiating contracts and investigating claims for companies and people. Workers who negotiate contracts set up legally binding agreements between buyers and sellers of services, materials, or products. Workers who investigate claims gather information to determine the validity of claims. Claims involve such things as property damage or personal injury. Insurance companies, booking agencies, industries, businesses, and government agencies employ workers in this group.

12. PHYSICAL PERFORMING

This is an interest in physical activities performed before an audience.

You can satisfy this interest through jobs in athletics, sports, and the performance of physical feats. You may enjoy sports. Perhaps a job as a professional player or official would satisfy you. You may prefer to develop and perform special acts such as acrobatics or wire walking.

12.01 SPORTS

Sports include competing in professional athletic or sporting events, coaching players and officiating games. Jobs in this group are found in all types of sports. These sports include horse racing, hockey, football, baseball, basketball, golf, and track.

12.02 PHYSICAL FEATS

Physical feats, as used here, are acts of special physical strength or skill which entertain people. Workers in this group may perform alone. Circuses, carnivals, and theaters hire these workers. Booking agents often arrange performances and special events.

APPENDIX C

KEY TERMS INDEX

Key Term Definition	Page
Ability — what you **can now do.** It is the power to perform an act, either physical or mental.	195
Achievement — what you have **accomplished.**	195
Adapt — to make fit, often by modifying.	151
Adaption — the process by which the worker and the work setting adjust to each other.	225
Aptitude — the ease with which you **can learn to do** something.	195
Assumption — a fact or statement taken for **granted.** Something that is believed to be true.	349
Career — all of a person's work activities. A career begins in childhood and extends into old age. It can include education, training, politics, occupations, home and family.	4
Career — all of the person's work activities. Leisure is not part of career. However, people need to meet their **leisure** and **work** needs to have a **satisfying** career.	267
Competencies — the things people learn and the skills they develop. Competencies show what a person **can do** and are **useful in keeping jobs.**	169
Consumer price index — statistics from the U. S. Bureau of Labor which show changes in the average cost of goods and services in a given time period. It can be used to estimate average changes in the cost of living.	287
Cost of living — the amount of money needed to meet life's basic needs. This is described in terms of average needs for an average family.	287
Credentials — printed statements that show what a person **should be able to do.** They include such things as diplomas, certificates, and driver's licenses. Credentials are **useful** in **getting jobs.**	169
Criteria — important factors that will affect a decision. Standards on which a decision may be based.	31
Criterion Statement — a standard that must be met for an alternative to be acceptable.	349
Decision — the action a person has taken or will take to meet goals.	4
Economics — the study of the ways people produce, distribute, and consume what they need and want.	287
Evaluate occupational information — **examine** and **judge** information on an occupation.	89

Environment — the social and physical surroundings of a person or community. The environment you live in (urban - rural, cold - hot, rich - poor) can influence your goals and behavior. 326

Expressed interests — interests that can be identified through what a person **says** or **does**. They can be talked about. 115

Goal — anything you think you need or want. It may be something you want to do, to be, or to have. 4

Inflation — more than an acceptable increase in the general price of goods and services. 287

Interact — to be involved with someone or something. When you interact with others, **you** affect **them** and what they do, and **they** affect **you** and what you do. 225

Interpersonal relations — how the people in a work setting relate to one another. They include the relations between supervisors and the workers they supervise, employers and employees, workers and customers, and co-workers. The nature of these relations often determines the satisfaction of a worker on the job. 225

Interview — a formal meeting between an employer and an applicant. The employer determines whether the applicant is suited for the job. The applicant determines whether the work and work setting are satisfying. 377

Job — all of the tasks performed by a worker. 89

Job satisfaction — the positive feeling that results when a person's needs and values are met through work. It includes achieving one's goals and the **way** in which they are achieved. 225

Leisure — activity you undertake for pleasure. Although the activity may benefit society, it is not its main purpose. 267

Leisure-work — activity you undertake both for **pleasure** and for **your benefit.** Or, you may undertake it for **pleasure and** for **society's benefit.** It can include your job and be a part of your career. 267

Lifestyle — the way a person chooses to live and use his or her time, energy, and money. It involves the way a person includes his or her values in work, leisure, and association with others. 287

Motivation — your **desire** to do something. 195

Occupation — a group of **jobs** involving **similar tasks.** 89

Occupation — paid work. Some people meet their **goals directly** through an occupation. The occupation provides the time and money they need for other work and leisure activities. 267

Occupational outlook — estimates on the future demand for workers in an occupation. 287

Peers — people who belong to the same group in society. These groups may be based on age, grade, social class, interests, religion, or work. 326

Physical demands — the physical activities workers must be able to perform. They include lifting, carrying, sitting, climbing, talking, and listening. 225

Physical environment — the physical demands and working conditions of a work setting. 225

Prestige — standing or esteem in the eyes of people. Something is prestigious if others think highly of it. 4

Probability — the "likelihood" or "odds" of an outcome. The chances that something will occur if certain actions are followed. 31

Regulations — the formal rules by which work settings are organized. 225

Résumé — a short account of one's career, credentials, and competencies. The account is prepared by an applicant for a position. 377

Risk — the possible loss to the person making a decision. The probability of a loss affects the decision. 31

Self-exploration — a process of **finding out about yourself.** This information may come from yourself or from others. It is the lifelong process of understanding yourself. 55

Social barriers — attitudes toward certain persons or groups of people which tend to restrict these people's free movement toward their goals. 326

Social environment — the nonphysical aspects of a work setting. It includes regulations and interpersonal relations. 225

Standard of living — the necessities, comforts, and conveniences needed to maintain a lifestyle. 287

Strategy — the process or method you use when you make a decision. The steps you follow. 31

Supply and demand — the relation between goods and services available and those needed. In general, if the **demand** is greater than the supply, prices go **up.** If the **supply** is greater than the demand, prices go **down.** 287

Task — specific work action performed by a worker. 89

Value — what is important to you. There are **life values** and **work values.** Life values represent what is important to you in **life.** Work values represent what is important to you in work. It is important that you learn to **relate** your **life values** to your **work values.** This will enable you to meet your life values through your work. 55

Work — purposeful activity. Work produces something of value for the worker and/or other people. People may or may not be paid for their work. 4

Work — activity intended to benefit society or the worker. 267

Work Activity — a task or series of tasks performed to accomplish some work goal. 133

Work setting — the physical and social environment of a worker on a job. 225

Work situations — the setting or conditions in which work activities are performed. 151

Worker Trait Group — a group of occupations which involve **similar worker skills** and **interests.** 89

Working conditions — the physical surroundings of a worker in a job. They include location, temperature, humidity, noise, hazards, and ventilation. 225